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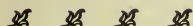
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BATES COLLEGE

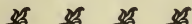
LEWISTON, MAINE



Circular of Information

COMMENCEMENT JUNE 28

FALL TERM BEGINS SEPTEMBER 12



GEORGE C. CHASE, D.D., LL.D., President

Calendar

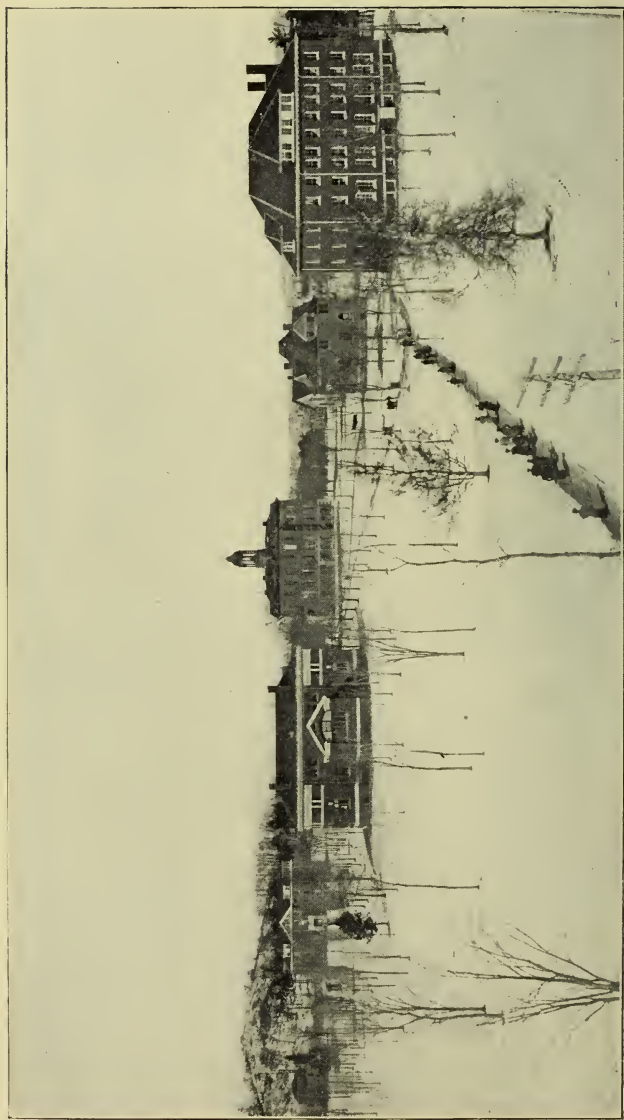
- June 20-23—Examination of College Classes.....Wednesday-Saturday.
- June 24—Baccalaureate Exercises.....Sunday, 10.30 A.M.
- June 25—Examination for Admission to College.....Monday, 9 A.M.
- June 25—Sophomore Prize Debate.....Monday, 2.30 P.M.
- June 25—Junior Exhibition.....Monday, 7.45 P.M.
- June 26—Class Day Exercises.....Tuesday, 2.30 P.M.
- June 26—Concert.....Tuesday, 7.45 P.M.
- June 27—Reception to Graduates by Members of the Faculty,
Wednesday, 8 P.M.
- June 28—CommencementThursday, 10 A.M.
- June 28—President's Reception to the Graduating Class..Thursday, 8 P.M.
- September 10—Examination for Admission to College....Monday, 2 P.M.
- September 12—Fall Term Begins.....Wednesday
- October 15—Tuition due.
- October 22—Sophomore Preliminary Declamations..... 2 P.M.
- October 29—Prize Division..... 2 P.M.
- December 7—Fall Term closes.....Friday

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Our Oldest Buildings and Earliest Benefactors

On June 26, 1856, just 50 years ago next month, the slowly evolving thought that at length found expression in Bates College first took visible form. For on that day was laid the corner stone of the building in which its life began and in which its gathering energies have for a half century been centered. Hathorn Hall may not unfitly be called the heart of Bates College. It is the building that more than any other typifies the life of the College—the structure that first and distinctively engages the attention of the eager Freshman, that last is greeted with the tender adieu of the envied graduate when with the precious four years behind him he turns his expectant face toward the world, and that pictures itself in clearest outline to the oldest alumnus fondly reverting to a past ever receding yet ever more sacred. From the little group of Freshmen in 1863 to the four hundred students in 1906, it is old Hathorn alone of our college halls that has daily welcomed at chapel each student face and that, with its eight class rooms, its two society rooms, its offices and waiting rooms, is still the chief receiving and distributing point for its one hundred and one activities and interests.

June 26, 1856, was a great day for Lewiston, and, indeed, for the entire State of Maine; for on that day Maine State Seminary, chartered March 16, 1855, first gave to her waiting friends tangible evidence of her existence. It was only a seminary that was born that day and no one, unless it may have been the optimistic Principal of the new school—subsequently the first President of Bates—dreamed of the college that was to be. "Yet the people assembled by thousands." It was a holiday in Lewiston and the entire village was there. To quote from Dr. Cheney's retiring address: "A very large procession, composed of the trustees, clergymen in and out of town, directors of the Franklin Company, fire companies of the village, teachers and children of the public schools, and many citizens, marched to the seminary grounds under the marshalship of Capt. A. H. Kelsey of Lewiston, led by the music of two brass bands of the village." Dr. Frank E. Sleeper, of the first class graduated at Bates, a man still in the thick of active life, recites with dramatic fervor his experiences as



Bates Campus From Science Hall

one of the Sunday-school children that with banner and song celebrated the greatest of events in their then humble but aspiring native town.

This is not the place to give in detail the particulars of that interesting occasion. Could the "beautiful metallic box" that was deposited in the corner stone be brought to view and its contents disclosed, it would tell a wonderful story of men and scenes long past but still vitally related to the Bates of to-day. So significant, so apt, so truly manifesting at once the prophetic and the poetic vision, was the ode sung on that occasion, that it may fitly be given here.

Composed for the occasion by Mrs. V. G. Ramsey:

We come with joy, we come with prayer,
And lay this consecrated stone.
O Thou who with a Father's care
Hast watched the work our hands have done,
Bless us, and let thy richest grace
Descend henceforth upon this place.

We come not here to rear a pile
With columns fair and turrets high,
To win the world's approving smile.
With eastern art and wealth to vie;
Far other thoughts our hearts control,
Far other wishes fill our soul.

The massive walls of brick and stone
Which here may rise are not our care;
When busy hands their work have done,
And here shall stand a structure fair,
Then shall our care and toil begin
A greater triumph yet to win.

Here will we mold, refine, and carve
Those living stones, which, borne on high,
The mighty Architect shall use
To build a temple in the sky
Whose matchless glory fitteth well
The place where Jesus deigns to dwell.

Those living stones—not diamonds bright
Compare with them, nor pearls, nor gold.
If we but do the work aright,
These precious stones to carve and mold,
Angels will watch o'er us with joy
And almost envy our employ.

This remarkable ode is worthy of the hearts and voices of Bates students for all time. The ideals to which it gives expression have been and, we pray, ever will be the ideals of the College whose unnamed beginning it commemorated.

Hathorn Hall is the most revered part of our Bates inheritance from Maine State Seminary. It was exclusively the possession of the Seminary for the six years from the opening of that institution, September 1, 1857, to the assembling of the first college class, August 23, 1863. From this date until August, 1868, it was jointly occupied by the College and the Preparatory School. Since the last named date it has been the exclusive possession of the College. Hathorn Hall was happy in its architects, and, in spite of the half century since its corner stone was laid, is still a beautiful building. May it escape perils by fire and successfully resist the disintegrating influences of time! With the lapse of centuries it will claim in ever increasing degree the homage, the veneration, of all loyal Bates hearts. Still dear to hundreds who as young men and young women found the meaning of their lives in the quickening of impulses imparted by the Maine State Seminary, may we not hope that in some way to the end of time it will be by Bates men and Bates women fondly cherished as the place where in happy class and college companionship they have received from devoted teachers the great lessons of truth, duty and life?

To Seth and Mary Hathorn of Woolwich, who from a scarcely moderate competence gave at the critical moment in the life of the infant Seminary the five thousand dollars that, with the smaller gifts of humble and, for the greater part, of unknown, men and women, made possible the erection of our oldest building, every Bates graduate and every Bates student owe a debt of gratitude never to be paid save by that same appreciation of knowledge, culture, and moral and Christian character which called out the hearts of a good man and a good woman in cheerful sacrifice for the thousands and tens of thousands that through the generations shall turn their steps toward Hathorn Hall—to their affectionate gaze, “ever fair and ever young.” The gatherings in this historic building of young men and young women for the varied activities of their com-

mon intellectual, social, and spiritual life must to the thoughtful observer disclose in the joint gift of Seth and Mary Hathorn and the commemorating name something no less than prophetic.

Next of the Bates buildings to Hathorn, as regards historic interest, is Parker Hall. The first endeavor of the trustees of Maine State Seminary was to provide a place for recitations and for public exercises. But the



Hathorn Hall

wide and deep interest awakened throughout Maine by the announcement that a new secondary school was to be opened at once made imperative the erection of a dormitory. No effort was spared to have such a building completed at the opening of the school on September 1, 1857. But despite the tireless energies of the Principal, Rev. Oren B. Cheney, and the President of the Trustees, Rev. Ebenezer Knowlton, aided by scores of earnest and devoted men throughout the State, the difficulties proved too great. To quote again from President Cheney's retiring address: "Things were in an unfinished state. There were six small recitation rooms on the

third floor of the building—Hathorn Hall. The second floor.....was unfinished. The first floor.....was the chapel. (The chapel and recitation rooms now occupying the second floor of Hathorn Hall were not finished for some thirteen years.) Parker Hall was roofless.

"I cautioned young people through the press not to expect too much in coming to Lewiston as students.....Not heeding my caution, 137 students—83 boys and 54 girls—were in attendance. But a blow, sudden, heavy, and death-threatening, struck us. We were living under the tariff of '46, which greatly reduced duties. Mr. Buchanan was President. Words fail to describe the suffering of the country by the panic of '57. We were no exception. Thousands of dollars of our subscriptions became worthless. Money, even at 12 per cent., was not to be had for its own sake, and only for love, so far as the institution was concerned. A school just opened on our hands! Buildings unfinished! Contractors, workmen, and teachers to be paid! What was to be done? To all human appearance the institution must fail. A few of us spent an entire night in consultation and prayer in the room in Parker Hall now used by the Christian Association. As the morning dawned the path of duty seemed clear."

Probably few of our students gathering for prayer and praise in the meetings of our present Christian Associations know of this early consecration of their room by these devoted men, lifting their voices in prayer in a roofless building. Was there not something prophetic in this spontaneous choice of a place to pray when prayer was the only resource? The terrible struggle that followed, which at length wrested victory from what seemed utter defeat, the imperilling of their entire financial future by such men as Ebenezer Knowlton, Nahum Brooks, W. H. Littlefield, C. O. Libby, and O. B. Cheney, the appeal to the Free Baptist churches of Maine for eighty cents from each member and to the Sunday-school children for one dollar each—cannot be narrated in detail here. But it may interest the present occupants of Parker Hall, their predecessors and successors, to learn that the rooms in that building were furnished at a cost of \$35 each by the responses of churches, Sunday-school children, and generous individuals. There was a canvass of Maine to effect this purpose, of which the like has probably never since been seen. The writer of this article, at that time a young boy, remembers in particular how effective in his own little church and Sunday-school were the tearful appeals of Rev. Mr. Knowlton.

The purpose to rescue Maine State Seminary was intense and effective. But it was the timely and generous gift of five thousand dollars by Judge

Thomas Parker of Farmington which, added to the offerings of church and Sunday-school, to the self-denying gifts of whole-souled ministers, farmers, and humble working men and working women, redeemed the enterprise from utter failure at its very beginning.

Fifty years ago the era of millionaire contributions to educational work was still remote and five thousand dollars then seemed a princely benefaction. Princely indeed it was when compared with the moderate resources of the giver. Parker Hall, no less than Hathorn, bears an honorable name and commemorates a signal devotion.

Could our students as they daily assemble for prayer read in the faces of Knowlton, Brooks and Cheney, which look down upon them from the chapel walls, the self-forgetting devotion that gave birth to a seminary destined to grow into their own loved college, they would gratefully and reverently unite in the oft-repeated prayer of thanksgiving for the far-reaching faith of her founders. May we not hope that at some not distant day we may have our Memorial Hall with portraits of the Hathorns, of Parker, of Bates, of all the noble men and women that have wrought their own personalities into the life of our growing College?

Space forbids more than a mere sketch of the origin of our two oldest buildings and a passing reference to those from whom we have received them. In a future issue of the bulletin due recognition will be given to still other benefactors of our College and at least a fragmentary history will be attempted of the development of our Campus and the erection of the nine other buildings that with Hathorn Hall and Parker Hall shelter the members and minister to the varied needs of our rapidly increasing student body.

The Campus itself has a very interesting history, of which only a rough outline can be suggested in this sketch. Maine State Seminary had been secured to Lewiston through the energy and enthusiasm of men earnestly devoted to their municipality and ready to "give until they felt," in order to secure to their community the advantages of an enterprise of such promise. Indeed, it was the gift of \$15,000 from Lewiston that had secured, after sharp competition, and upon the twenty-third ballot, the vote of the trustees in her favor—her principal competitors being small country towns that have to this day only slightly, if at all, felt the impulse of those great factors in modern development, the water power and the railroad. How widely different would have been the history of the institution had it been located in Vienna or in Unity! In either event there could have been no Bates College.

Among those most eager to secure the prize to Lewiston were the

Directors of the Franklin Company, with Benjamin E. Bates the presiding genius. It was the generosity and the wisdom of these men that gave to the institution her beautiful campus with its yet half developed possibilities. Probably few even of our graduates and of our faculty are aware that the first site selected and secured for the Seminary was that which is now the grounds of the Riverside Cemetery. An attractive location! its clustered hills sloping to the river, with its broad surface and graceful curves, and yielding delightful views of the beautiful farms, forests, and wooded eminences upon the Auburn side.

Had the development into Bates College taken place here, how different in every respect would have been the life of the students and their relation to the twin cities into which the twin villages were destined to grow! If the Seminary upon such a site could have developed into a college, we may imagine that its athletic spirit would have expressed itself chiefly in swimming, skating, and rowing, rather than in the baseball, football, and track exercises so appropriate to Garcelon Field.

But the wise men of that day soon saw that whatever its possibilities might be for landscape gardening, the riverside was not the place for a growing institution. And so we have our present Campus with its compact fifty acres of table-land in which the long ascent from the falls terminates, its surface variegated with graceful knolls, and Mount David with its rugged sides rising abruptly upon its western border and from its bald top commanding a view that any other college in New England might well envy. Such, at least, has been the comment of the visitor who has found his steep climb rewarded by a survey of the winding river with a beautiful city on either bank, a circling horizon of hills bounding broad stretches of farm lands and forests and broken to the northwest by snow-capped Mount Washington.

The Campus with which the Seminary boys and girls and the first College students were familiar, was indeed only a prophecy of the spacious and beautiful grounds of the Bates of to-day. It contained but twenty acres, was bounded on the west by what is now College Street, and on the east by what is now Bardwell Street, and was bordered on each street by a long line of stump fence. Skinner Street had not been laid out, and on the north and south the grounds were bounded by the adjacent farms. The entire area was practically treeless, although faculty and students joined in setting out the little topless elms and maples now developed into a forest of graceful trees whose foliage during about five months of the year shades all of the original Campus. At the lower end of the grounds, just above what is now Skinner Street, were the College pump

and a muddy little pond encircled by a wall of smoothly cut granite blocks. From the pump each boy carried in a wooden pail to his room in Parker Hall his supply of drinking water. The girls, more favored, gained their supply from the pump in the basement.

Seminary Street, now College, had five or six houses upon it, all but one or two on the eastern side. It was ungraded, unsewered, and rough, and terminated at Sabattus Street in some swampy land generally covered with pools on whose margin stood huge willow trees.



Hedge Laboratory

Just here it may be well to explain that Parker Hall and Hathorn Hall, the only buildings then upon the grounds, presented a marked contrast both in structure and uses to the same buildings of to-day. The second floor of Hathorn Hall, as has already been stated, was unfinished and unused; although a little later the two small recitation rooms now known as the French room and the German room were completed. When in 1870 the remainder of this floor was finished and our present beautiful

chapel thrown open, the space upon the first floor then occupied for chapel purposes was divided into two rooms which after for some years serving as lecture room and the laboratory for the Department of Physics, and still later as recitation rooms for miscellaneous subjects, were assigned definitely to the Departments of History and Latin. The remainder of this floor with the exception of two small rooms, one of these now the President's office, was devoted to the Library. Upon the occupancy of Coram Library in the fall of 1902, this space was divided into the President's recitation room and the waiting room for women students. The whole of the third floor was originally devoted to six small recitation rooms and the bellman's room. Two of these were subsequently occupied by Literary Societies and two at a much later day, with that part of the corridor separating them, were thrown into the present large Mathematical room.

Thus Hathorn Hall as known to present Bates students is radically different from the Hathorn Hall of the earlier time. Could Seth and Mary Hathorn walk through its well-kept corridors and visit its tasteful and convenient rooms, they could not but feel an exquisite pleasure in finding it better and more beautiful than when the architect's plan was first unfolded before them. The trust which they committed to the early guardians of the institution has been sacredly kept. To the simple life of their generation, steam heat and gas and electric lights were unknown. The College at its own expense has introduced these improvements, has restored safety to the building at the cost of thousands of dollars when time had endangered the structure, and within and without has guarded it so well that it seems scarcely to have felt the "envious tooth of decay." Still more noteworthy has been the generous devotion of the successive classes that have renewed and adorned its various rooms until it is for general purposes the most attractive college building in our State. Let us hope that at its second semi-centennial it will be no less secure, and even more beautiful and more dear to the Bates men and women of 1956 than to those who throng it now.

If in Hathorn Hall changes have been radical, in Parker Hall they have been revolutionary. The sturdy young men that roam through it in undisturbed freedom, rendering its walls vocal through all the long day, can scarcely believe that during the first eleven years of its existence, the entire eastern half, isolated by a solid wall, was occupied by young women, or that the convenient baseball cage in the basement was once a spacious dining-room where one hundred and fifty expectant young men and young women gathered three times a day about the long dining tables to season

their substantial food with the piquant wit and spicy conversation of merry-hearted youth. Among the Bates faculty there are several that recall those happy experiences and, also, the delightful, unpremeditated student concerts that made the old dining-room echo, now with the melody of sacred hymns and now with the stirring notes of the dear old songs no longer heard save in the voiceless chambers of memory. For almost forty years Parker Hall has been a student home, to adopt the felicitous phrase so often heard from the sacred platform, "for men only." It cannot be said with truth that this exclusive occupancy has always contributed to the most conscientious care and preservation of the building. But as improvement after improvement has been made until the old Hall has approached complete transformation, it has gradually come to possess for its inmates something of the sacredness of the true home.

Ten years ago five thousand dollars—the very sum given by Judge Parker in 1857—were expended in throwing the student rooms into convenient suites (each suite affording a study and a bed-room), in introducing a steam-heating plant, and in other important improvements. One year ago a second five thousand dollars replaced the ancient and well-worn hemlock floor with beech, lighted the building throughout with electricity, put shower-baths in the basement, gave to the young men a large and convenient reception room—since supplied with appropriate furniture, including a piano—and imparted to the entire interior the effect of a new building. Naturally, the second in age of our college halls is more popular than ever before in its history. During the year about to close it has provided coveted rooms for more than a hundred happy young men.

Could the generous Judge that nearly five decades ago made possible the completion and occupancy of our first dormitory now visit this time-honored structure, he would exclaim—"We builded better than we knew!" May the years and the occupants be gracious to Parker Hall and her cherished name be preserved *in perpetuum*.

Bird Study at Bates

Perhaps there is nothing associated with the life of our college that is more distinctively its own than is the work in Ornithology with Professor J. Y. Stanton.

Professor Stanton's interest in the subject dates back to his boyhood days. Even as a small boy, he began to study the birds. From that time on, he has been an active enthusiast. A remarkable feature, it seems to the writer, in the early work of Professor Stanton, is the fact that his study was made largely without the aid of books or other equipment. He knew practically all of the inland birds before he had the use of any book that would give their names. Under these conditions, there could have been nothing artificial in his interest, but rather a genuine and natural love for birds.

Throughout his school-days, his student life, and well into manhood, this work was carried on comparatively alone. He was, for the most part, without the assistance and inspiration of comradeship, and a widespread interest in the subject, such as exists to-day. With his independent beginning and development of the subject, at a time when the ornithologists of repute could be numbered upon the fingers of one hand—Audubon, Wilson, Nuttall, Samuels—it may truly be said of Professor Stanton that he is one of the pioneers of the science. He has been, as every Bates alumnus knows, one of the greatest, if not the greatest of all American centers, from which there have radiated, in the persons of his students, influences so potent for the study of Ornithology that these students have themselves become new centers throughout the State and country, thus contributing, in a large measure, to the present popularity and development of the subject.

It is evident that with the coming of Professor Stanton, Bates was favored in having one of the few men in the country who were well equipped by nature and experience to awaken and develop an interest in bird study.

Serious and systematic class work began as early as 1877. Thus, as an educational institution, Bates was the originator of regular class work in Ornithology. The plan of the work, as conducted at Bates, may be out-

lined as follows: A course of weekly lectures during the fall term, is open to all students but especially scheduled for the Freshman class. These lectures deal with the topics of general Ornithology, such as migration, the song, flight, and intelligence of birds; their utility; their peculiarities of physical structure; fossil birds, etc. During the latter part of this course special effort is made to enable students to identify our winter birds. As an incentive to more active out-of-door work during the winter months, a



Professor Stanton

prize is given each year to that member of the Freshman Class who sees and carefully identifies the largest number of birds from the first of December to the fifteenth of March. In this connection it should be added that prizes are offered for the best winter sketches upon ornithological or kindred subjects.

A second course of weekly lectures is given during the third term. In these lectures a detailed study is made of all the inland birds of Maine; mounted specimens of all species, showing variation in sex and maturity,

are used. Field work constitutes an important part of the course during this term. It is here that in the student is awakened or developed the true spirit and love for bird study. Here it is that he meets his feathered friends in their natural environment. The walks afield are of two kinds: daily morning walks, and the weekly trips.

The morning walks begin the first week of the third term. It is an inspiring experience to stand in front of Hathorn Hall, in the early dawn of a bright, cheery morning, quiet in the absence of artificial sounds, yet vibrating with the music of nature, and note the approach of the assembling students. They come from all directions, singly, by twos, and in squads of three or more. Some show by their very composure that they rose in time to dress fully and perhaps take a bit of lunch; others, because perchance they overslept, or their time-piece is at fault, come hurrying out of houses or up the streets, cutting corners, and moving with a step akin to a run. A closer observation of these latter as they draw near shows them to be engaged in adjusting a hat, buttoning up a jacket, or fastening a collar. Promptly at half-past five, the party, equipped with field glasses and note books, leave their assembling place in front of the college, and start on their morning walk in search of the birds. The walks are so planned as to occupy about one hour and a half each, up or down the river bank, around the mountain, across the fields, towards the Fair Grounds, or through the woods. In the early morning birds are most actively engaged in securing food, and can be most readily observed. During a successful season by careful observation one can become acquainted with from one hundred to one hundred and thirty different species.

The weekly trips are taken Saturdays, and occupy usually about one-half of a day. For these tramps, those interested meet on the campus after breakfast—eight o'clock—and equipped as for morning walks start on a more extended trip of the same kind. As soon as the conditions of the ground and air are suitable, Professor Stanton modifies these Saturday forenoon bird walks into more extended trips. These are all day excursions for bird study, with a picnic dinner on the shore of some lake—Lake Auburn, Lake Sabattus, No Name Pond, etc. Through Professor Stanton's generosity in providing transportation facilities and through his guidance and comradeship, those privileged to go on these trips enjoy the most pleasant recreative outings associated with student days. Alumni look back upon these trips as bright spots, milestones along the path of their college life.

The direct practical usefulness of ornithological work to the scientific

student is evident to all, but such a course as this helps not only the scientist, but also the general student, even him whose serious work in life takes him far from scientific fields. To such a one it serves to develop power of observation, that faculty so essential to success in any walk of life, and yet so poorly developed in the average individual; it gives him an enjoyable and healthful avocation, a necessary adjunct to a strenuous life. And further, this acquaintance with our feathered friends, this being on speaking terms with the folk of the woods and fields, adds a fullness to one's life which can be appreciated only by the interested. The uninterested man, if by chance he is away from the artificial conditions of the city, sees a bird and because it is to him nothing but a bird, passes on without even a look of recognition, as he passes a stranger upon the street of the town. To the interested man, the man whose powers of observation have been schooled, this same bird appears not as a mere bird, a stranger as it were, but as an acquaintance, yes, a friend; it may be Mr. Nut-hatch or Mrs. Field Sparrow, or some other neighbor, but they are on speaking terms and so he pauses for a call.

The Department of Education at Bates

One of the significant changes of recent years' in the curricula of our higher educational institutions is the introduction of work in Education. Harvard, Yale, Cornell, Columbia and other colleges and universities too numerous to mention have recognized the value of such work and have given it a place in their courses of study.



Reference Room, Coram Library

The demand for such work at Bates is peculiarly vital; with so large a percentage of her graduates entering educational work as a profession it is urgent that this should become one of the strong departments of college work. Consequently, the department was re-organized at the beginning

of the present college year and it is believed that students desiring to prepare themselves for intelligent work in this profession will now find opportunities not surpassed in any of our New England colleges.

Following the example of our leading universities the work is so designed and presented as to include a far broader scope than the mere technique of instruction. It is desired that the student taking these courses should also have that intelligent grasp of educational problems which can come only through a comprehensive historical envisagement, and through a careful investigation of the psychological principles that underlie all mental development. The work begins, therefore, with the History of Education, a rapid survey of the civilization of different countries so far as their civilization was due to particular conceptions of education. This leads up to a more detailed examination of the thought and principles of modern reformers. In this way the vitality of different conceptions of subject-matter and method is tested and the student is led to see present ideas in their correct perspective. This work thus has value not only for the teacher but for all who would have an intelligent conception of the rise and development of society.

The technical or practical aspect of the work, while intended primarily for those who expect to teach, is of scarcely less interest for all. The point of view from which *subject-matter* and *method* are discussed is consistently psychological. As a result, the principles of instruction, the elements of method, assume a universal validity and are applicable not only in formal instruction but in the unconscious acquisition by the child, of that great mass of unorganized experience, the inheritance of the race. Correct method rests upon the principles of mental assimilation; these principles are thoroughly mastered and sufficiently applied to make the teacher his own intelligent critic.

Books giving opportunities for research work in this department are constantly added to the Library.

The Cost of an Education at Bates

Bates College prides herself on having made the higher education possible to young people of limited means. Hundreds of her graduates, now prominent in professional life, as Freshmen in college did not have money enough to meet the expenses of one year. The service that Bates has performed in the past, she is prepared more effectively to perform in the future. Year after year sees some new provision made for the help of her needy students, and year after year brings to her halls an increasing number of earnest men and women whose original capital is little more than native pluck and resolution.

The small expense of an education at Bates is due to a variety of causes. The actual cost of living is low; the college is generous in its distribution of aid; there are many opportunities for self-help; and the spirit of the institution rebukes extravagance and honors the simple life.

Necessary Expenses.

The problem of getting good board at a reasonable rate is not a serious one to the Bates student. Almost anywhere in Lewiston board may be obtained for \$3.00 a week. The young women living in the dormitories pay as a rule \$2.75 a week, although by a special arrangement about forty get plain but healthful food for very much less. The majority of the college men eat at clubs and pay from \$2.40 to \$3.00 a week. The largest club, run on the co-operative plan, under the direction of the college, is able to provide board for \$2.00 a week.

Room rent is a very small item in the year's expenses. The young women are housed in three dormitories, modern in every respect. The rooms are adapted for two occupants. Though these rooms are tastefully furnished, heated by steam, and lighted by electricity, the total cost for each person is only seventy-five cents to one dollar per week. The men pay even less for their rooms. Many find comfortable homes at small cost with private families in Lewiston and Auburn. To those who desire dormitory life, Parker Hall offers excellent accommodations. The rooms are in suites consisting of study and bedroom. If two men live together, each pays for rent and steam heat \$22.50

to \$37.50 a year. Furniture may be bought cheaply from the previous occupants, and the cost of light divided between two is a trifle. The total charge for rent, light, heat, and furniture need not exceed \$30 a year.

Tuition (payable in three installments),	\$50.00 to \$50.00
Suites of rooms for young men, including heat (two in room),	\$22.50 to \$37.50
Board (37 weeks, from \$2.00 to \$3.00 per week),	\$74.00 to \$111.00
Lights, laundry, books, etc.,	\$20.00 to \$30.00
General expenses,	\$21.00 to \$24.00
Total,	\$187.50 to \$252.50

How Expenses May Be Reduced.

It must not be supposed, however, that unless a man has \$200 he cannot undertake a year's study at Bates. There are many ways of reducing this cost. In the first place the college is generous in its distribution of scholarships and prizes. Any man who demonstrates his financial need and his moral earnestness is almost sure of some assistance from the college. The diligent student may lessen his expenses by winning prizes. These vary in value from \$6 to \$75 and are given for general scholarship, and for excellence in debating, declamation, and English composition.

Many opportunities for earning money are open to Bates students. The college itself can give some employment. Students may earn money by waiting on tables at the clubs, washing dishes, ringing the bell, assisting in the care of the buildings, working in the library and attending to other special duties as occasion arises. An employment bureau tries to find work for the students in the cities of Lewiston and Auburn. Some men get chances to serve as clerks in the stores during rush hours and on Saturdays; some get employment on the electric cars; some in offices; many obtain board and lodging at private homes by a few hours' work each day. Almost all can find some means of earning money during the vacation. This year Bates students are engaged in more than sixty different kinds of employment.

The arrangement of the terms of the college year is designed to allow students to earn money by teaching. Between the first and second terms is an interval of from four to five weeks. Thus, by losing only about a month of college work, a student is able to teach for ten weeks and materially to better his finances. During the present year more than one hundred students have been employed in teaching. Largely owing to the experience acquired in this way, Bates graduates have become famous as

teachers. The college can almost always find any faithful student a paying position in the teaching profession.

By deducting from the necessary expenses, as given above, the cost of tuition, one gets an estimate of the small amount of money which a large number of Bates students find sufficient for the year's charges. Many are



Science Hall

wholly dependent upon their own resources to earn the money needed. One does not lose caste at Bates because he lives economically, or works his way through college. Democratic ideals prevail. The spirit of the institution discourages unnecessary expenditures. There are no select set, no fraternities, no costly forms of social life. Nowhere in the country does the purse count for less, and the man for more. Rich and poor mingle together on the absolute equality of a common sense standard of living. The condition of an education at Bates is not the possession of wealth or social position, but of determination and spiritual power—the power of will, and brain, and moral worth.

Mr. Carnegie's Subscription

The following is a copy of a letter from Andrew Carnegie to President Chase of Bates College, together with an editorial from the Boston Transcript of December 29, 1905.

Andrew Carnegie, 2 East 91st Street.
New York, Dec. 16, 1905.

Dr. George C. Chase, President Bates College, 16 Frye Street, Lewiston, Maine:

Dear Sir—In response to yours of November 22 and previous letters, Mr. Carnegie notes that you propose to raise \$150,000 to be added to the endowment of Bates College, which sum you estimate will prevent the annual deficit which causes you to labor under a disadvantage at present. Mr. Carnegie desires me to say that he will be glad to contribute the last \$50,000 when you have the remaining \$100,000 collected.

Respectfully yours,

JAMES BERTRAM, P. Secretary.

Bates College and Mr. Carnegie

Among all our colleges, not one in proportion to its resources has done work more substantial or far-reaching in its beneficent results than Bates College. President Chase, whose modesty and conscientiousness are only equalled by his perseverance and determination, has pressed Mr. Carnegie into the support, already widespread and influential, of the claim of this unique institution upon the country for an increased endowment fund. Its services to the best interests of New England and even of our entire country have in some respects been specific and unexampled. It was the first institution on the Atlantic seaboard to give college privileges to women on the same terms with men. Whatever may have been true in other eastern colleges, co-education at Bates has been and is an unquestioned success. To-day, the proposition that women are entitled to equal educational opportunities with men seems self-evident. But when, in 1863, Bates College made the first practical affirmation of it in New England, it was greeted with contempt and even with bitter opposition.

Even more signal has been the contribution of this Maine college to general education. Of her more than 1,100 graduates, 43 per cent. have become educators. About sixty of this number have held college or university positions. At the recent conference held at Harvard for the purpose of securing in the colleges of New England a more adequate preparation of college men and women for work as educators, Professor



New Dormitory

Hanus of Harvard singled out Bates as, for its numbers, the college pre-eminent in the rank and quality of its graduate educators. Probably no other college in New England is furnishing so many principals for our city high schools, so many superintendents and so large a percentage of successful teachers in public and private schools. It is a rare program for an educational meeting that does not have upon it the names of several Bates graduates.

More than any other State in the Union, Massachusetts looks to Bates men and women for her teachers. Thirteen of the graduates of Bates,

1905, at once found choice positions in Massachusetts schools, and this record is not unusual. Bates graduates have gained excellent standing in the various professions and occupations which they have entered. But their service to education is distinctively noteworthy. Bates College deserves the recognition and aid that she now seems likely to secure.

But no estimate of the consideration due her will be adequate if it leaves out of view her peculiar constituency. No other eastern college is doing more for those self-reliant and resourceful young men and young women that must still be, as they have always been, the hope and strength of our country. Nearly three out of four of the students at Bates are wholly or mainly dependent upon their own efforts for the opportunities of college life. It has been the pride and ambition of the college to be helpful to such students. No question of the methods and policies of the institution is ever decided without careful reference to them. And the most earnest efforts are constantly made to aid them both in securing necessary employment and in making their hard-earned dollars go as far as possible. Probably 125 Bates undergraduates teach at least one term per year in public schools, most of them in Maine, some of them in New Hampshire and Vermont; while the energy and versatility of these young men and young women appear in the fact that every year Bates students are engaged in more than sixty different kinds of employment.

Moreover, it is an aim of the college to aid its students in saving as well as in earning money. Some seventy young men during the last term were guaranteed their board at \$2 each per week, and some forty young women at \$1.25. And there has been no deficiency in student health or cheerfulness. These results could not be secured but for the constant and careful business methods of an alert and efficient committee of the faculty. At Bates self-respecting poverty is no barrier to the best of all things. Students of ample, of moderate and of limited means live and work together in absolute social equality. The societies at Bates are purely literary, as the secret fraternities existing in other colleges are regarded as prejudicial to the democratic spirit and simple life essential to the genius and purpose of the institution. It is believed that the best social life is attainable under the system adopted; and the twelve victories won by Bates men in fourteen intercollegiate debates indicate no intellectual loss. Character and moral purpose have from the beginning been among the foremost aims of the institution.

the present age, to bring them into touch with the civilization and stirring life of the days of Pericles, Demosthenes, Caesar and Augustus, and to make them free citizens of the realm where Homer, Sophocles, Plato, Cicero and Vergil and Horace still live and speak. Needless to say, Bates College is in hearty sympathy with these purposes and aims. Not that



Roger Williams Hall

painstaking, thorough drill is neglected. It is realized that a sound knowledge of grammar, and conscientious and discriminating study of the significance of constructions and sentences are essential to any adequate appreciation of the author's meaning. Nor is it the practice at Bates to indulge in gushing enthusiasm for literary excellences vaguely understood. Rather it is the teacher's effort to help the student to win for himself an intelligent grasp of the thoughts of classic authors and a perception of the perfectness of their style and expression that will bring true culture of both intellect and imagination. Thus the study of Greek and Latin writers not only makes their intellectual treasures his own, but forms the best

possible groundwork for the study of modern literature, history and philosophy.

The Classics are popular with the students of Bates. Nearly two hundred—half the students in the college—have taken courses in the Classical Department throughout this year. About half this number are in advanced courses, which are entirely elective. Notable also is the large number of students who are pursuing both Latin and Greek. In response to this interest, full and varied courses are provided, covering in Latin the entire four years, and in Greek three years. To meet the needs of the considerable number of students who, entering college without Greek, desire to take up this study, courses in Elementary Greek are also offered. These enable the student to enter upon the usual college work by the end of the second year.

The status of classical studies at Bates is at present most encouraging, but greater things are anticipated in the future. The Latin and Greek instructors are cordially working together to promote the growth of the department as a whole. Large and helpful accessions of books, maps and other appliances for adding to the interest and value of the courses are being provided by generous benefactors of the college. Best of all, the students are quick to appreciate and respond to their opportunities. It is expected that classical study at Bates will be a growing factor in broad and well-balanced culture.

aptly, perhaps, indicates the heart and soul of the entire life of Professor Hayes—"Ah, he was the inspired man!" His satisfactions were those of the soul. Although he enjoyed the good and beautiful things of this world,—his home, his family, his friends, nature, the birds and flowers, the sunrise and sunset,—he saw in them more than mere objects, the present work of God.

Bartlett Doe was born in Parsonsfield, Maine, and died in San Francisco, California, a few hours after the first fateful shock of earthquake, which startled that city on the morning of April 18. He was nearly 85 years of age and his strength proved unequal to the exhaustion and the excitement inevitably resulting from his effort to cope with the awful calamity that had come to the city that for more than fifty years had been his home, that owed in no slight degree its growth and prosperity to his business ability and enterprise, and that contained a large share of the wealth that he had accumulated in the course of a wonderfully alert and industrious life. He was a man of the simplest habits, the purest tastes, and the strictest integrity. No shadow rests upon any one of the business transactions by which at once he had contributed something to his own fortune and to the welfare of his community. Mr. Doe was for a business man unusually well read. He was especially interested in the natural sciences and in conversation his thought naturally turned toward these. He was a man of great breadth of human sympathy and fully appreciated the uses of wealth. Wholly free from pretense and ostentation, and exemplifying in the best sense the "simple life," he was deeply interested in the general welfare of society and especially in education. Some years ago he contributed \$100,000 for the endowment of Parsonsfield Seminary and followed this gift by the erection of a building for that institution.

In the fall of 1900 Mr. Doe's attention was directed toward Bates College and his interest in the institution then first awakened grew more active and practical, until it culminated in his subscription on January 19, 1906, of \$50,000 toward the further endowment of Bates College. The only condition that he attached to this subscription was that it should become a part of the permanent endowment of the College, the interest only to be used in the running expenses thereof.

Mr. Doe intensely loved his native State and he selected Bates College as a recipient of his benevolence from the conviction that he could through her instrumentality contribute to the progress and the prosperity of the people of Maine. His interest in our institution is the more note-

worthy from the fact that he had never been in Lewiston. In fact, he had seldom visited Maine in the more than fifty years since, as a young man and with limited means, he had made his home upon the Pacific coast. It was one of his hopes that he might visit Bates College. And when the President of our institution first met him, in the fall of 1900, he was partially anticipating a return to Maine in the summer of the next year and a study of our College and its needs at first hand.

Although earthquake and fire destroyed no small part of Mr. Doe's wealth, his resources were not all in San Francisco and there is no doubt that at the proper time his generous subscription to Bates will be paid in full. It was a source of pride to him that in his long business life he had promptly met every obligation, and in his letter of subscription he said, "I will respond at any time when you get ready to make your investments, which I suppose will be when you have obtained subscriptions sufficient to satisfy Mr. Carnegie's conditions." Among the benefactors of Bates College Mr. Doe will occupy a prominent place and his name will be dear to the successive generations of students that shall revere her as their Alma Mater.

Benjamin E. Bates, son of the Benjamin E. Bates whose name our College bears, and himself an active trustee and devoted friend of our institution, died in Brookline, Mass., Monday evening, May 14. Mr. Bates felt a deep interest in the College that owed its existence to his father's benefactions and spared neither time nor thought in his efforts to promote its welfare. He has made for it earnest and helpful friends. In June, 1893, he became a member of the Bates Board of Fellows and during much of the time since that date has been chairman of the Corporation Committee on Finance. He has been assiduously and minutely faithful in attending to the duties assigned him. Seldom has he been absent from the annual meeting of the trustees and often he has attended with no little personal sacrifice.

Mr. Bates possessed in marked degree many of the most significant characteristics of his father. Though an experienced and successful lawyer and accustomed to dealing with men and affairs, he was exceedingly quiet in his manners and avoided display of all sorts. What he said respecting his father in a private letter dated April 24, 1905, expresses with literal exactness what all who knew intimately the son could not fail to notice.—"My father was of a modest, retiring disposition and shrank from public view whenever possible. . . . His pleasures

were simple. . . . But the thing that has perhaps made the greatest impression upon me was his unfailing sense of justice. I never felt that he spoke from irritation, but that when he reproved me I deserved the full measure of his censure."

Like his father, too, Mr. Bates was a member and active supporter of the Central Congregational Church in Boston. In the sketch of the chief benefactor of our College, printed in a previous bulletin, it was stated that he was one of the founders of that church and that he contributed largely toward the cost of its erection. The filial reverence of the Benjamin E. Bates whose recent death will be sincerely mourned by his associates in our boards of trustees and by every friend of our College fortunate enough to enjoy his acquaintance is best indicated by another quotation from the letter to which reference has already been made—"It has always been a great pleasure to me to find how thoroughly he was respected by his business associates and to discover that the fact of being his son counts for so much. I count it a great blessing to have had a father whom I could admire and honor without qualification."

The subject of this brief sketch was a graduate of Harvard College and of Harvard Law School. He had a wide circle of acquaintances among Harvard graduates and it is a fine proof of his warm interest in Bates College that not infrequently he denied himself the pleasure of meeting classmates and others almost equally dear to him, that he might attend our annual trustee meeting, which frequently occurred upon the same date with a cherished anniversary at Harvard. Mr. Bates was unmarried. Two sisters survive him, Mrs. S. Frances Herschel and Miss Lillian G. Bates.

Mr. Charles W. Talpey was born in York, Maine, November 17, 1835, and died on Christmas Day last, at his home in Farmington, N. H. He had been a member of the Board of Overseers of Bates College since 1889, and one of the most constant of that body in his attendance upon its meetings. The business of the College had received his most careful attention and as he brought to his official duties the training of a thorough man of affairs, he rendered it many highly prized services. He was for several years a member of the Committee on Finance and Oversight and no detail respecting investments, estimates, and expenditures escaped his careful attention. He had great practical ability and few men have been more efficiently engaged in varied industrial enterprises. For four

years during the Civil War he was engaged in a seafaring life, serving the government in the Transport Department. From May 25, 1885, till his death, he was treasurer of the Farmington Savings Bank.

Mr. Talpey was a man of true public spirit and his devotion to the common welfare, together with his good judgment and kindly manners, found frequent and honorable recognition in the political and civic positions that he was solicited to fill. In addition to almost continuous service for nearly thirty years in the various offices of his municipality, he had held the positions of representative to the legislature, of state senator from his district, and of member of the council of the Governor of New Hampshire. He had also served as delegate to Republican national conventions.

In private life Mr. Talpey was universally admired and beloved. Everywhere and always he was known as a sincere Christian.

The Talpey Scholarship will forever commemorate his devotion to the interests of Bates College and his thoughtful sympathy with needy and deserving students.

He is survived by the devoted wife that shared all his interests and seconded all his efforts.



Alumni Dinners

Stanton Banquet

The sixth annual banquet of the Stanton Club was held at the Casino at Riverton, February second. For the first time since the club was organized, Professor Stanton himself was not present, but all heard gladly the good news that he was steadily regaining his health. Prior to the banquet a business meeting was held. The following officers were elected: Hon. Cyrus N. Blanchard, '92, President; John L. Reade, '83, Vice-President; and Scott Wilson, '92, Secretary and Treasurer.

Other routine business was transacted and at 7.30 dinner was served, the following being seated at the tables: Morrill N. Drew, '85; O. B. Clason, '77; F. E. Pomeroy, '99; Mrs. F. E. Pomeroy; Scott Wilson, '92; Mrs. Scott Wilson, '91; Albert S. Woodman, '87; Mrs. Albert S. Woodman; Miss Dora Jordan, '90; Miss Ellen F. Snow, '90; George Wells Way, '79; Mrs. George Wells Way; L. M. Sanborn, '92; William L. Powers, '88; R. E. Donnell, '84; Mrs. George W. Glover; John L. Reade, '83; H. F. Wood, '67; A. W. Lowe, '00; Dr. J. K. P. Rogers, '88; C. N. Blanchard, '92; Charlotte Millett, '05; Fred M. Swan, Jr., '04; Jed F. Fanning, '93; Miss Elizabeth M. Russell.

The after-dinner exercises were presided over by Hon. Morrill N. Drew, former speaker of the Maine House of Representatives. Toasts were responded to by F. E. Pomeroy, Bates College; Hon. O. B. Clason, Gardiner; Hon. C. N. Blanchard, Wilton; L. M. Sanborn, Esq., South Portland; Miss Ellen F. Snow, Yarmouth; Dr. R. E. Donnell, Gardiner, and Rev. H. F. Wood, Woodfords.

All the speakers paid high tributes to their Alma Mater and among other things alluded to the effort which is being made to raise for the college the sum of \$100,000, in order to obtain \$50,000 from Andrew Carnegie. The prevailing opinion seemed to be that by persistent work the money can be raised. At the conclusion of the speeches the party broke up and all returned to their homes. It was one of the most enjoyable meetings in the history of the club.

It was unanimously voted to send the following resolution to Professor Stanton:

"With regrets for your enforced absence, the Stanton Club extends to you its warmest greetings and sincere hopes for your early recovery and many pleasant meetings with the club in the future."

Boston Alumni Banquet

The twenty-second annual dinner of the Boston Bates Alumni Association, held February 9th in Young's Hotel, was eminently successful. In spite of the stormy weather, 84 were present. The guests of the evening



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were: President and Mrs. Chase and Professor Rand of the College, Joseph A. Coram, Horace W. Berry, and Rev. George H. Gutterson, D.D., of Boston. Rev. S. H. Woodrow, D.D., of Springfield, presided. During the exercises Bates songs and the Integer Vitae of Horace were sung, under the direction of the secretary, Richard B. Stanley. The speakers were: President George C. Chase, '68; Professor J. H. Rand, '67, the oldest living

graduate; W. L. Parsons, '05; Rev. Geo. H. Johnson, '00; Mrs. G. M. Chase, '00; F. J. Daggett, '89; Enoch C. Adams and Rev. F. E. Emrich, D.D., '76. The following officers were elected: C. C. Smith, '88, President; Rev. J. Stanley Durkee, '97, Vice-President; Richard B. Stanley, '97, Secretary.

The occasion was thoroughly enjoyable and enthusiastic loyalty was expressed for Alma Mater. Among those present were five Congregational ministers, two of them perhaps as distinguished and influential as any in Massachusetts; a judge of our Maine Supreme Court; a member of the Massachusetts Land Court; two college professors; the ex-president of the Massachusetts Senate; and many school principals, superintendents, physicians, lawyers, and other men of influence. The announcement was made of a subscription of \$50,000 from Mr. Bartlett Doe of San Francisco, a native of Maine and one of the wealthiest of the business men of San Francisco. This subscription is made as a part of the \$100,000 required to secure Mr. Carnegie's \$50,000. Telegrams were sent by the Association to Mr. Carnegie and Mr. Doe, expressing the gratitude of the Alumni for their generous gifts to the College. A telegram of greetings was also sent to Professor Stanton.

Among those present were the following: Professor J. H. Rand, '67; President G. C. Chase, '68; Principal W. E. C. Rich, '70; Hon. George E. Smith, '73; Rev. J. H. Hoffman, '74; Principal H. S. Cowell, '75; Dr. L. M. Palmer, '75; Hon. A. M. Spear, '75; Principal E. C. Adams, '76; Dr. W. O. Collins, '76; Rev. F. E. Emrich, D.D., '76; John Rankin, '76; Hon. O. B. Clason, '77; Principal F. W. Chase, '87; C. C. Smith, Esq., '88; Rev. S. H. Woodrow, D.D., '88; F. J. Daggett, Esq., '89; W. F. Garcelon, Esq., '90; N. W. Howard, Esq., '92; Professor G. M. Chase, '93; Principal E. W. Small, '93; C. H. Swan, Esq., '93; Principal R. E. Files, '95; Principal E. G. Campbell, '95; Mrs. N. W. Howard, '95; O. C. Boothby, Esq., '96; P. W. Brackett, '97; Mrs. R. E. Files, '97; C. E. Milliken, '97; Everett Skillings, '97; Miss Anna Snell, '97; R. C. Stanley, Esq., '97; Miss Mabel Winn, '97; Rev. F. R. Griffin, '98; Miss Mary B. Ford, '00; Guy E. Healey, '00; Mrs. G. M. Chase, '00; Rev. and Mrs. G. H. Johnson, '00; Miss Harriet Proctor, '00; Carlton E. Wheeler, '01; Principal H. A. Blake, '02; C. E. Park, '02; Miss Elizabeth Chase, '02; H. R. Jennings, '03; John C. Junkins, '03; T. A. Lothrop, '03; L. H. Cutten, '04; Miss Florence Hodgson, '04; E. C. Wilson, '05; Miss Mary A. Bartlett, '05; Miss Rae Bryant, '05; Miss Marion E. Mitchell, '05; W. L. Parsons, '05.

New York Alumni Banquet

The annual dinner of the New York Alumni Association of Bates College was held in the St. Denis Hotel, Friday evening, March 30th. The gathering numbered thirty-eight. Dr. Baldwin presided splendidly, combining dignity, humor, and wit in his introduction. Dr. Woodrow made an excellent, entertaining speech and did honor to Bates. Dr. Summerbell spoke in his usual happy manner. W. T. Perkins made a witty speech, inviting all, especially the ladies, to go to Alaska. Mr. Boothby spoke



Garcelon Field

entertainingly. A letter of regret at enforced absence was read from Mr. Carnegie, another from Mr. Stockbridge, Bates, '72, and one of greetings and regrets from Dr. Tarbox, Bates, '80, also a telegram of regret from Dr. Rice that he was unable to be present.

The meeting was pronounced the largest and best held by Bates Alumni in New York. Dr. E. W. Given, '79, was elected President, M. E. Joiner, Esq., '93, was re-elected Secretary. A brief speech was made by Mr. E. H. Cook, an old student and graduate of the Maine State Seminary—suggesting to Bates graduates the blessedness of giving till they felt the gift. Both Dr. Baldwin and President Chase appealed to each one to give, and

quickly, what he could. \$20,000 are now needed to bring to the College \$150,000—but it was stated that the present time is opportune for raising at least \$200,000, and also the money for the erection of a Science Building.

President Chase spoke of the opportunities open to graduates of small colleges. He said that he considered one of these to be “to show New Yorkers the advantages of the simple life.” “Beneath this seething mass of hypocrisy, graft, and inhumanity,” he continued, “is the love of self, the love of luxury, the love of sensuous enjoyment. In a large college, as in a large city, a man is the slave of his environment. He is a slave to custom and too often to the cursed spirit of snobbishness. The graduate of the small college is best fitted to cope with the present undesirable conditions.”

The following persons were present: Rev. F. W. Baldwin, D.D., '72; Rev. S. H. Woodrow, D.D., '88; President George C. Chase, '68; Rev. Martyn Summerbell, D.D.; E. J. Goodwin, Litt.D., Deputy-Commissioner of Education for the State of New York, '72; E. H. Emery, Head of United States Weather Bureau, New York, '84; E. W. Given, Ph.D., '79; Hon. Wm. T. Perkins, '81; E. H. Cook; A. W. Bailey, Esq., '97; Hugh Tallant; Frank L. Blanchard, Esq., '82; F. H. Stinchfield, Esq., '00; O. Cheney Boothby, Esq., '96; Dr. F. L. Day, '90; R. A. Sturges, Esq., '93; Dr. F. H. Bartlett, '78; Henry S. Goodspeed, Esq., '98; F. E. Emrich, Jr., '91; R. L. Watkins; F. E. Foss, '83; M. E. Joiner, '93; H. H. Tucker, '83; Mrs. H. H. Tucker; J. D. Moore; Mrs. J. D. Moore, '98; L. M. Tarr, Head of United States Weather Bureau, New Haven, '82; Mrs. L. M. Tarr; George W. Thomas, Esq., '96; Mrs. Geo. W. Thomas, '96; B. L. Pettigrew, Esq., '95; Mrs. B. L. Pettigrew; Miss Eva Buker; Miss Gertrude Goodspeed, '98; Miss Jessie Goodspeed; Miss Alice Smith; Miss Laura Summerbell, '02; Miss Marion Coan, '99.

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Third Series No. 4

Bulletin
of
Bates College



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Lewiston, Maine, May 15, 1907



BATES COLLEGE
LEWISTON, MAINE

Circular of Information

Commencement June 27

Fall Term Begins September 11

GEORGE C. CHASE, D.D., LL.D., *President*

Calendar

- June 19-22—Examination of College Classes.....Wednesday-Saturday.
- June 23—Baccalaureate Exercises.....Sunday, 10.30 A.M.
- June 24—Examination for Admission to College.....Monday, 9 A.M.
- June 24—Sophomore Prize Debate.....Monday, 2.30 P.M.
- June 24—Junior ExhibitionMonday, 7.45 P.M.
- June 25—Class Day Exercises.....Tuesday, 2.30 P.M.
- June 25—ConcertTuesday, 7.45 P.M.
- June 26—Reception to Graduates by Members of the Faculty,
Wednesday, 8 P.M.
- June 27—Commencement.....Thursday, 10 A.M.
- June 27—President's Reception to the Graduating Class..Thursday, 8 P.M.
- September 9—Examination for Admission to College.....Monday, 2 P.M.
- September 11—Fall Term Begins.....Wednesday
- October 14—Tuition due.
- October 21—Sophomore Preliminary Declamations.....2 P.M.
- October 28—Prize Division.....2 P.M.
- December 6—Fall Term closes.....Friday

Our Debt to Ebenezer Knowlton

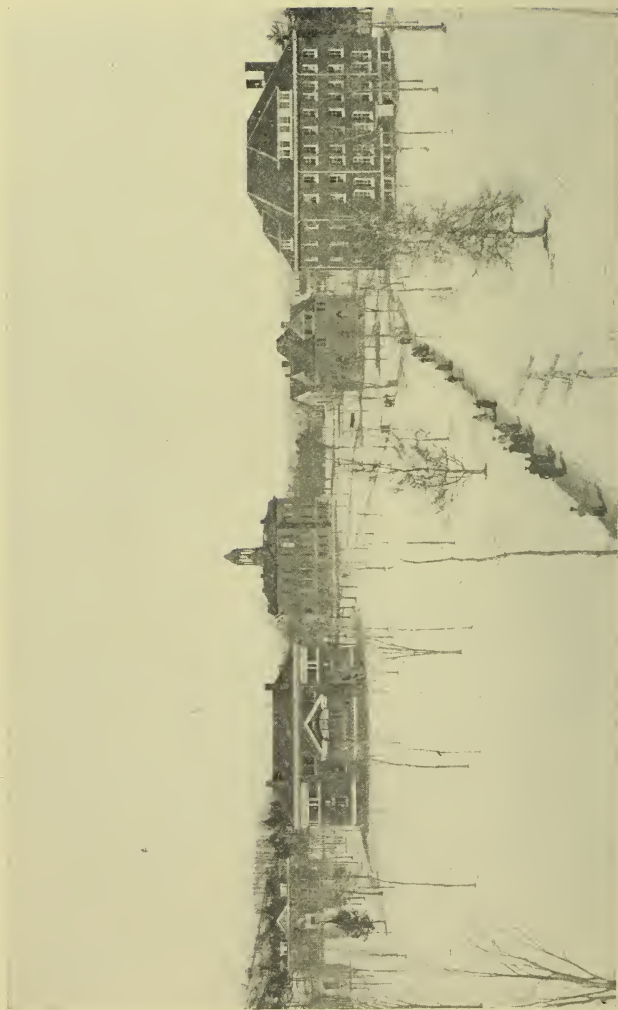
Colleges, unlike men and women, exult in age. "Old Brown" applied to a man is scarcely complimentary. But "Old Brown," "Old Harvard," "Old Yale," "Old Bowdoin"! with what enthusiasm, devotion, and pride the heart of the loyal college man thrills to the words.

It is not, however, age itself that glorifies institutions. It is age as an epitome of tradition, achievement, associations, and priceless service to mankind. For it is age that affords the perspective in which men and deeds can be seen in their true proportions. Especially do gathering years disclose, in true outline, the personality, the motives, and the actual contributions to the race made by recognized leaders, benefactors, and founders. The John Harvard that looms so large in 1907 among the shapers of our national destiny, was in 1636 only an insignificant scholar from old Cambridge, who by his whole-hearted yet meagre gift of money and books helped to rear, in the "New towne" clearing, the first American college. Measured by its results his was the largest legacy yet bequeathed to liberal learning upon this continent—though neither he nor his contemporaries once suspected its value. The sons of Harvard do well to measure time by the centuries and half-centuries.

And not less fitly will the children of Bates, on September 1st, 1907, reverently repeat to themselves "Fifty"—"Fifty;" for that date will mark the close of the fiftieth year from the beginning of the school that six years later emerged into the larger life of their Alma Mater. The germ of the College was in the School, and had there been no Seminary, there could have been no College. For it was Maine State Seminary wisely planned, and well located, equipped, patronized, and administered, that assured the existence of Bates College. The builders of the Seminary laid also the foundations of the College. Who were they?

In the centre of the little group of men that thought and wrought the Seminary into vigorous life stood Oren B. Cheney. More luminous than the flames that in September, 1854, consumed Parsonsfield Seminary, was his vision of the new school that should rise in fairer proportions and to an ampler service.

Parsonsfield Seminary was the first school founded by the Free Baptists. It had done a helpful work for the denomination. Mr. Cheney himself



Bates Campus From Science Hall

had been present on its opening day in 1832 as one of its first pupils. It shall be replaced, determined he, by another better located and more generously endowed Free Baptist institution. Resolve quickly ripened into action.

Mr. Cheney must have helpers in the evolution of his inspiring purpose. Who should they be? Who could they be but good and tried men from his own beloved denomination?

A little more than two weeks from the inception of his idea Mr. Cheney set out from his home in Augusta for the Free Baptist Anniversaries to be held in Saco. His heart burning with his growing purpose, he snatched an interval between the closely succeeding meetings and summoned all willing to consider the question of founding a new Free Baptist institution to meet him in the church gallery.

The result was a Free Baptist State Convention, held some six weeks later in Topsham; and the result of the Convention was a unanimous petition to the Legislature for an act of incorporation, and for an endowment. Corporators were chosen and an Executive Committee of three, O. B. Cheney, Ebenezer Knowlton, and Francis Lyford, was appointed.

No better committee could have been constituted,—Cheney, the inspired originator of the plan; Knowlton, one of the best known and most influential men in his denomination, and a recognized leader in the civic and political life of his State; and Lyford, a layman of generous spirit and practical ability. Cheney and Lyford lived in Augusta. Knowlton lay seriously ill at his home in South Montville; and in Mr. Knowlton's sick room, scarcely a fortnight later, the committee held its first meeting.

Here the charter was outlined and a campaign planned for securing it from the Legislature, together with an endowment of thirty thousand dollars. Here, too, the Institution received its name, Maine State Seminary,—a name inspired in its conception and potent in its influence upon legislators, patrons, and students.

Who suggested the name we do not know; but it was worthy of the remarkable political sagacity of Mr. Knowlton. He had been active in the Maine Legislature, had served as Speaker of the House, had been elected a year and a half earlier State Treasurer—but had declined the honor—and but three months before had been elected a member of the National Congress. An eloquent preacher, a popular temperance lecturer, a natural and powerful orator, a leader in his denomination, an expert legislator, and a lover and master of men, in entering upon the contest in which he and his friend Cheney now engaged for a charter and a generous endowment from the Maine Legislature, he drew upon his varied

experience, his wide acquaintance with men and affairs, and, especially, upon his gifts and resources as a political leader.

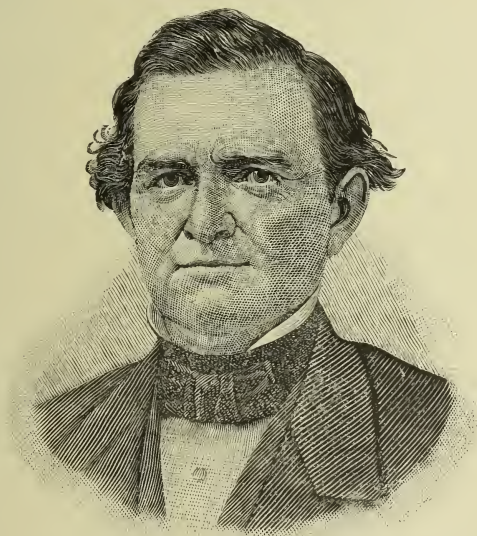
On January 16, 1855, still an invalid, quivering with pain at every shock and jar of the sleigh and stage-coach by which he made the journey of thirty miles from his home, he took up his residence in Augusta as joint sponsor with Mr. Cheney for the desired legislation. At the request of his friend, he prepared the proposed charter and the accompanying resolve, and with Mr. Cheney he appeared before the Committee on Education and explained the scope and aim of the legislation sought.

The ground plea upon which they asked recognition and aid was the urgent educational need of Free Baptists,—a need tremendously emphasized to Mr. Knowlton's mind by his consciousness of his own intellectual limitations and his acute sensitiveness to the contrast between himself and his intimate associates in public and legislative life. We quote from a letter written from Augusta, Jan. 19, 1855, to his wife and children. "When I see how we are looked down upon as a denomination because we have so few educated men and educated ministers, and, especially, when I feel my own want of education and qualification for the great work of the ministry, I am ready to say,—I'll go—yes, I'll go and tell the brethren their duty to God, to those who are to be our ministers hereafter, and to their own children. I'll use the little education and power I have, in begging and reasoning, and pleading with the State, with congregations, and individuals, and with the God who reigns above, that our educational facilities may be increased. I find, as I anticipated, that we have a hard case to manage here, in order to get any considerable aid from the State."

The battle, however, proved even harder than he anticipated. Mr. Knowlton's candor, self-control, engaging personality, and practical knowledge of legislative schemes, together with his firm conviction of the duty of his State to aid a denomination upon which one-sixth of its entire population was dependent for religious instruction, and which, in spite of its relatively uneducated ministry, was at the front in the temperance and anti-slavery agitation (then of all-absorbing interest to the people of Maine, and already demanding and securing a re-alignment of political parties) won for him and his cause a hearing, and turned the would-be contempt of political aspirants into respectful consideration. But he and Mr. Cheney found themselves especially embarrassed by the urgency with which other denominations were at the same time severally pressing for appropriations for their schools. On January 24th he writes his wife, "we are having a hard battle, but we can't be beat. We won't give up. If we fail now we'll try again, that's all." Rival claimants for State aid were

so insistent that all alike seemed destined to defeat through what became known as the "Omnibus Bill"—with provisions for generous appropriations to each. It was a trick of the opponents of State aid to any school.

But at length Mr. Knowlton succeeded in disentangling the bill for the Maine State Seminary from its surroundings, and even in convincing the representatives of other schools that this was best for all the interests concerned. Finally, on January 29th, he writes his wife, "The committee



Ebenezer Knowlton

have reported our bill 8 to 1, and it was ordered to be printed Saturday, and assigned for next Thursday in the House. Brother Cheney is almost sick, as I said, and he protests against my going home till the question is decided."

The two brethren worked with absolute unity of purpose and in the most loving accord. Mr. Cheney, as it will be remembered, was then pastor of the Free Will Baptist Church in Augusta, and heavily burdened with pastoral duties. Mr. Knowlton was the pastor of the Free Will Baptist Church in South Montville, but was now temporarily disabled by a severe illness from which he was slowly convalescing—and still unable to preach, or even to be absent from his lodgings for an evening.

Thus perhaps the choicest opportunity of his life for distinguished service to his beloved people and to education was brought to him through illness. No consideration but his utter inability to preach reconciled him to the weeks of absence from his church and his family. Once more, on January 31st, deploring his protracted absence from home, he writes to his wife: "I am going to-day to engage two or three leading men in the House to advocate our bill, when it comes up, so that I can leave for home on Friday." But on Friday he writes, "I am to stay till next week again. Now is the brunt of the battle. Our bill is just laid before both branches. Our enemies see it is a very liberal bill—they fear it will pass—and are concentrating their forces against us, as we are acknowledged to have the strongest case. The old liners (Wild Cats) have caucused upon it and will, almost to a man, go against us."

February 7th he writes, "We have had a close fight in the House to-day." Then after briefly characterizing the speeches pro and con and expressing his eagerness to get home, he adds, "The friends of our bill would not miss having me here to-night for any money. Nothing but sickness or death could make it duty for me to leave with our matters in their present fix."

At last, on February 9th, with victory assured, he writes his wife that after going to the State House in the forenoon he shall start after dinner on his way homeward.

The bill chartering the Maine State Seminary and appropriating fifteen thousand dollars on condition that its friends should raise an equal sum passed the House without much opposition on the final vote, was then sent to the Senate where, upon the afternoon of March 16th, it was passed to be engrossed. Even then an error in the engrossing would have robbed it of its value but for the watchful fidelity of Mr. Cheney. The bill as ultimately passed brought fifteen thousand dollars, the friends of the school being required to raise an equal amount. At nine o'clock P.M., the Committee on Engrossed Bills reported it correctly engrossed. Then having been put through its final passage by the House and Senate, and duly signed by the Speaker and the President of the Senate, it was made valid by the signature of the Governor, at just ten o'clock at night in the last moments of the session.

The motive to the hard and persistent struggle that at length had issued in success was the establishment of a school which should meet the educational needs of the Free Baptists of Maine, which should awaken their enthusiasm, cultivate self-denying benevolence, provide educational

facilities for their children, and ensure for their pulpits men of culture and intellectual power.

But the Charter itself was as broad as the Constitution of their State. It contained no denominational restrictions respecting Trustees, Faculty, or Students. There had been counsels to the contrary. But Mr. Knowlton insisted that he would write none but an absolutely untrammelled char-



Hathorn Hall

ter. The entire history of the Institution thus projected, both in its earlier and in its later development, has been a justification of his uncompromising catholicity.

The Charter won and a conditional subscription secured, the next step was to find a location for the School to be established. The sharp legislative contest for a charter had aroused and united the Free Baptists of Maine, and had given them a new consciousness, not only of their special responsibility for the moral and religious well-being of important communities, aggregating one-sixth of the population of the State, but

also of their position in the vanguard of the temperance and the anti-slavery reformers, who were then sounding their trumpets in the first call to political organization and action. In securing their Charter with the conditional grant of fifteen thousand dollars, they had won a great prize; but now, with a dozen widely separated localities presenting their claims for the location of Maine State Seminary, there was serious danger of discord and division.

It must be a judicious committee that should arbitrate among these contestants and hold the allegiance of all to the particular site that should be chosen. And again Cheney and Knowlton, with Rev. Nahum Brooks, of Bath, men commanding the confidence of all parties interested, were chosen by the Trustees to meet this new responsibility. They entered upon their duties as soon as the condition of the country roads, always bad in the early spring months, would permit. They visited impartially the rival sites, Lewiston, West Waterville, Pittsfield, Unity and South China, studied the advantages and disadvantages of each, and on Monday, June 25th, arrived in Vienna by stage a little after noon to make their report to the Trustees assembled in that place.

The session was stormy and some of the brethren, both ministers and laymen, gave vent to passions and emotions not wholly sanctified, if we may judge from the regretful but kindly, Christian, and somewhat humorous letter in which Mr. Knowlton, writing at 6 o'clock in the morning of June 27th, tells his wife what occurred behind the scenes. I quote. "We were in session till half-past twelve last night, or this morning. . . . We were in session fourteen hours yesterday and last night. . . . Perhaps there will be a concentration this morning upon West Waterville, or South China. I don't see how we can agree or decide at this meeting, for we have but 19 present, and we must have 15 all vote one way in order to locate. May the Lord direct!" . . . Evidently the Lord did direct, for on Thursday evening, June 28th, Mr. Knowlton writes his wife, "Our meeting of Board and Trustees has closed pleasantly. . . . We are to locate in Lewiston, between the two villages probably three miles from the large village, and one mile from the small one." (Was the small village Barkerville? And the site intended the space upon the Androscoggin occupied by the present Riverside Cemetery?) "They give \$15,000 and a lot, . . . and the vote at last was unanimous."

This result was, no doubt, largely due to the able committee chosen at a public meeting of the citizens of Lewiston, to go to Vienna and present the claims of Lewiston. A generation ago Major Wm. R. Frye (uncle of Senator Wm. P. Frye), Col. Wm. H. Waldron (at one time U. S. Marshal for

Maine, and a local journalist), and John W. Perkins (a pioneer dry goods merchant), were well-known leaders in the transition period between village and city.

Doubtless, the bold guarantee of \$15,000 from Lewiston, making valid as it did the conditional grant of \$15,000 by the State, tipped the scales in favor of the location chosen. The selection of any one of the dozen other



Interior Hedge Laboratory

beautiful but relatively obscure places advocated would have made the Maine State Seminary a small, local institution, with no possibility of development into a college. It was Lewiston, and her enterprising citizens, backed by the Franklin Company with its own gift of \$5,000, that made possible the subsequent connection with the large-minded and large-hearted Benjamin E. Bates,—thus bringing to Maine and our country rich and ever-increasing educational influences of which the hesitating and half-reluctant legislators at Augusta never dreamed.

The success achieved by the enterprise which ten months before was only a thought of Oren B. Cheney immediately brought new responsibilities. The School must have buildings and a fund. Many thousands of dollars must be secured, a large share of it from a denomination with comparatively little wealth, and untrained to give. And again, as in the previous stages of the undertaking, Cheney and Knowlton must be the chief burden-bearers. Cheney was still occupied with his pastorate at Augusta, and Knowlton was distracted between the care of his church and active political duties. He must assist in the campaign preceding the State elections in September, 1855, and must be getting ready to take his seat in December as a member of Congress in Washington. The writer of this article, at that time a small boy, recalls a political speech of Mr. Knowlton, in which, with an outburst of eloquence, he appealed to his constituents, "I hope in God, that you will not fail me at the backbone."

But both Cheney and Knowlton discovered opportunities to work for their beloved School. Writing to his wife from Waterville, Monday eve, November 5, Mr. Knowlton says, "Have seen the President of the Railroad. (The meeting of the Directors had adjourned, but the President laid before them a letter which I wrote him Saturday night, together with our whole subject), and find that hereafter they will give Brother Cheney a free pass. . . . and they will carry our lumber at a very great reduction; so that we can get it to Lewiston at about \$8 per thousand, which is \$2 cheaper than we had expected. . . . I leave here in the morn at 7 for Bangor, where the Directors of the Penobscot and Kennebec road are to have a meeting to-morrow, and as "good luck" would have it, I can see what reduction we can get on freight east of Waterville."

In quest of this object he left Waterville the next morning, and from the Bangor House on the evening of November 7th, he reports to his wife that, in spite of most disheartening discouragements, he has good notes for two hundred and fifty dollars, and is to have another for one hundred from the "Landlord of this House." Then he describes an interview with Gen. Veazie, and his anticipation of receiving "\$500 or \$1,000 from him for the Maine State Seminary before one year." He then names four leading citizens of Bangor whose absence from the city will require another visit from him on his return from Washington. Evidently his intimate acquaintance with public men was inuring to the benefit of his cause. These journeys to Waterville and Bangor mark the beginning of the toilsome Agency work which for more than four years exacted every moment that he could rescue from his Congressional duties, and his obligations as a Free Will Baptist minister. Early in December, '55, we find him at

his seat in the Capitol ready to "speak and vote for the poor slave who cannot speak and vote for himself." He preached one-half of the Sabbaths while he was in Congress, frequently to the colored people, in whom he took a great interest. He also wrote weekly letters to the *Morning Star*, "significantly subscribing himself 'Daniel.'"

Even his familiar letters home unconsciously betray his sympathy with the slave. I quote from a letter to his youngest daughter, then a little child. "When I was preaching last night I noticed a little bit of a colored boy not so big as you, whose little eyes snapped as if he would say, 'I hear, sir.' Now isn't it too bad that he is a slave? He has no school to go to. He might be taken and sold from his ma just as we would take a little pig and sell him in Maine. Oh! it is too bad!—I cannot write about it. As I have written to some of you, I'm here to prevent any more slave States being made. . . . It is for these poor, down-trodden children and their parents that I stay away from home. . . . No colored person, slave or free, can be out in the street after ten o'clock at night. This, too, in the Capital of this Free Nation. Do you blame me for coming to Congress to help set these things right?"

Mr. Knowlton, though urgently entreated to be a candidate for re-election, unhesitatingly decided to return to the work of the ministry, and the toilsome Agency for the Maine State Seminary. And to the cause of the Seminary, ardent home-lover as he was, he gave himself without stint from the latter part of 1857 till the summer of 1859, when the long agony seems to have passed, and the Seminary to have been placed on a secure foundation.

The crisis came in the fearful panic that swept the country in '57. To quote from an address by President Cheney, "Thousands of dollars of our subscriptions became worthless. Money even at 12 per cent. was not to be had for its own sake, and only for love so far as the Institution was concerned. A school just opened on our hands! Buildings unfinished, contractors, workmen and teachers to be paid. . . . To all human appearance the Institution must fail." After an entire night spent in consultation and prayer in the room in Parker Hall now used by the Christian Association, light dawned with the morning.

Creditors were to be told the worst. And if they so decided they could take the Institution and sell it at public auction. But if they would give time, it was believed that the obligations could be met in full. Notes were issued by the Trustees and endorsed by O. B. Cheney, E. Knowlton, Nahum Brooks, Wm. H. Littlefield (father of Congressman Littlefield), C. O. Libby, and Abel Chadwick. These men had thus assumed responsibilities covering every dollar that they possessed.

To raise the money, the three Free Will Baptist Yearly Meetings of the State made an apportionment to the churches of eighty cents per member, and the children in the Sunday Schools were solicited to send a dollar each. Mr. Cheney left his cares as Principal of the Seminary and with Mr. Knowlton took the field to beg and borrow the needed money. To Mr.



Fisk Reception Hall

Knowlton was allotted the task of visiting the churches and seeing that, if possible, the amount pledged for them be made good.

The vote of the Yearly Meetings proved to be far from self-executing, and Mr. Knowlton soon found himself engaged in the most strenuous effort of his life. Free Will Baptists in those days were poor and unaccustomed to giving; and some of them resented the vote of the Yearly Meetings as an attempt at unjust and tyrannous exaction. The writer recalls an instance of a Deacon who refused to attend church, or perform his official duties, until this unholy scheme for extortion should be abandoned. There were many such deacons, and, alas! some ministers,

among the Free Will Baptists of Maine; and Mr. Knowlton soon found all his powers put to the test in his work of traveling from Quarterly Meeting to Quarterly Meeting and from church to church, enlightening, exhorting, admonishing, persuading, and provoking to good works, all whom he could reach.

In this undertaking, "leaving an invalid wife and three young children alone in a country town—no communication by telephone or telegraph in those days—only an occasional mail by stage," he traversed and re-traversed the entire State, in season and out of season, in summer's heat and winter's cold. Yearning for his home, and continuously solicitous for those dearer to him than life, he never once regretted that for this exhausting and apparently endless task he had relinquished, almost at its beginning, a brilliant public career of assured and growing influence. Most of the places he visited could not be reached even by stage-coach and some of the roads over which he drove alone were rough in all seasons and in the winter frequently impassable. His plan of action required "Appointments made in advance for every evening and a drive from 10 to 30 miles every day to meet them." Here are samples of entries in his diary: "January— spent most of the day breaking roads, but got through on time to my appointment and preached to a good audience, considering the state of the roads." —"Drove 20 miles to-day; a harder journey than 60 would be in good travelling." "Twenty degrees to thirty-five degrees below zero all day to-day, but I got through to L. all right and took up a good collection." "His 'good collections' ranged all the way from \$3.00 to \$36.00—the latter at a Quarterly Meeting, and considered extra large." His note book shows how pathetically small were the sums collected; but the givers were not wealthy, and not a few of these plain, working people were, in view of their straitened means, almost worthy to rank with that peerless giver of the "two mites." His diaries and letters disclose how tender his heart was toward many of these cheerful givers. Some, indeed, were generous in the gift of relatively large sums; but his carefully kept note-book shows how great a percentage of the contributors gave one dollar, while many names are credited with even smaller sums.

These entries in diary and note-book, together with his letters, occupied the last moments of days wearisome from long journeys,—from speaking in public and private, and from responding appreciatively to the warm-hearted hospitality of good brethren whose guest-rooms, often unheated in the coldest weather, benumbed his fingers and sent him shivering to bed.

His collections gathered from so many sources aggregated thousands of dollars, and made up an important part of the contributions that paid the paralyzing debt and set the Seminary free to do its work.

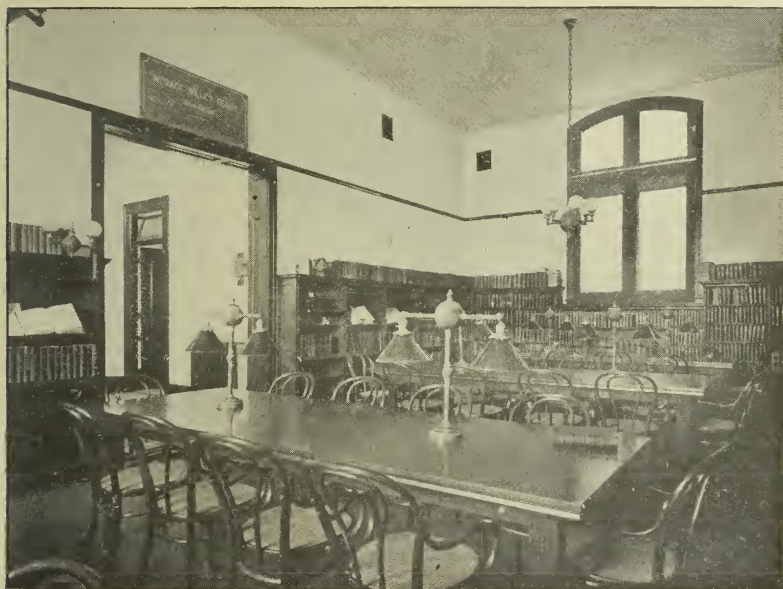
But the money secured was scarcely more essential to the School than the friends that he won for the enterprise, and especially the young men and young women who dated from his burning words in the school-house or the church, and his kindly encouragement by the fireside, their determination "to have an education." From York to Aroostook, and from Franklin and Oxford to Hancock and Washington, he went as an Evangel of opportunity. In the earlier catalogues of the Maine State Seminary you can almost trace the lines of his travel in the names of the students, and their home towns. No wonder the Seminary opened with an attendance of 137, and that the student body increased in numbers during every year of its life. No wonder that it gathered the brightest and most aspiring young men and young women in Maine, and that every one of them believed and maintained that the Maine State Seminary was the best school in America.

Still another end that Mr. Knowlton kept constantly in view was the quickening of the churches and the conversion of men and women. He never sank the minister in the Agent. Rather he found his way to the hearts and finally to the pockets of his hearers through their awakened spiritual natures and their quickened sense of obligation to their Maker. In one of his home letters he tells how—an old "Hunker," and a Government Official, wept like a child during the sermon, and next morning gave the speaker five dollars, "though now poor, having failed last year." In another letter he says, "I came to Plymouth Village Tuesday eve and preached as usual. At the close twelve or fifteen came forward for prayers, some, leading business men of the place."

One of the amazing facts in Mr. Knowlton's Agency work was his facility in gathering an audience every evening in the week. On Sunday he usually spoke two or three times, and often in as many places. What preacher of to-day could make a tour of Maine and be sure of a good audience each week day evening—with a call for contributions at the close?

The collections, however, were not always welcome, even on Sunday. The writer vividly recalls an instance in point. A Quarterly Meeting was in session in a Penobscot County town. After the forenoon sermon Sunday, Mr. Knowlton cogently presented the claims of Maine State Seminary. The ushers were about to pass the hats, when a grey-bearded fanatic rose and in a voice raised to a shriek was denouncing "such desecration of the Sabbath." There was intense excitement, and all were wondering how it would come out, when the big country choir upon the front platform (the meeting was held in the Town House) suddenly stood up, and completely drowned, in a flood of Hallelujah melody, the denunciations of the prophet. The collection on that occasion was \$9.50.

Mr. Knowlton's campaign for money was in many respects more remarkable than any political campaign ever undertaken in Maine. His efforts, with those of his friend Cheney, who while winning distinction as the Principal of the popular Maine State Seminary, had found his way to the hearts and pockets of men and women of wealth, had been crowned with complete success. Both had been generously supported by good and true



Reference Room, Coram Library

men too numerous to mention. But among them were Burgess, Brooks, Libby, Mariner, Page, and such sturdy laymen as Lyford and Chadwick. The benefactions of Seth and Mary Hathorn commemorated forever by beautiful Hathorn Hall and Judge Thomas Parker, whose name Parker Hall bears, have been recited in a previous issue of the Bulletin.

What were the qualities that made a life of such consecrated power possible? No attempted analysis is likely to be exact or complete. But those who knew Ebenezer Knowlton well would accord to him sound judgment, keen foresight, quick sensibilities, deep and tender emotions, broad

sympathy with human nature, courage, self-reliance, aspiration, and the gift of eloquent and persuasive utterance. To this enumeration should be added a kindly humor that relieved the asperities of his own life and mellowed his judgment of others. He was naturally diffident, and grace early developed in him humility and self-denial. His native refinement and good taste appeared in his dress and his bearing. Withal, he was a gracious personality, winning friends and loyal followers by a simplicity, kindness, and easy dignity that all felt and admired.

Thus favored in his natural endowments, he was equally happy in the influences of his home life. Whether in Congress, or driving over lonely roads to his appointments as Agent of Maine State Seminary, absence from home was a great and constant privation, to which he found it difficult to reconcile himself. To his wife's sympathy and co-operation he attributed whatever success he had. "She gave not of her abundance, either of money or strength, but all belonged to the Lord." In a recent letter one of her daughters writes, "I never heard of tithing in my childhood; my early impressions were rather that my parents were only stewards,—that all the money they received belonged to some good 'cause' or other, and that they took reluctantly—almost grudgingly—the sums absolutely indispensable for their personal needs."

I stated above that Mr. Knowlton's life was one of self-denial. What did he give up? Places of prominence and power—the rewards, honors, and emoluments of high public station. He was naturally an ambitious man, and he felt within him the stirrings of a nature born for leadership and conscious of its possibilities. He had great opportunities to win political distinction, but it was his habit to subordinate ambition to duty. He did, indeed, accept an election to Congress for one term. It was in that period of upheaval and re-formation just before the Civil War. "Stanch, fearless men were needed in the State as well as in the Church." He accepted a position that sought, nay, demanded him, but no considerations could induce him to enter public service again. Maine State Seminary, for which he had written the Charter, and for which he had already counted no labor too great, was in danger, and he hastened to her aid!!! Again, in 1869, when urged to become a candidate for Governor, he wrote to a leading Christian politician: "You urge me to be Governor so as to enforce prohibition. I knew rumselling is a crime and grog-shops are a nuisance. A radical law with front teeth and grinders should be kept on the statute book and be lived up to. But a correct moral sentiment among the people is the only means to secure this end. This moral sentiment grows only out of the Gospel. So do let me alone. . . . It is easier to find good

and suitable material to make Governors of, than it is to find good and suitable material to make ministers. It is but little I can do anywhere, but I would rather see one young man in my congregation soundly converted to Christ, than to have any office in the gift of man."

In the same spirit he refused preferment as a minister, declining pastorates in Lewiston, Auburn, Augusta, Portland, Boston, New York, and other places—choosing rather to retain his little country pastorate in South Montville. His services to the world present a marked contrast to the obscure position which he preferred to hold. At the close of 1852 he wrote in his journal, "no. of funerals attended during the year, 60; sermons preached, 171; religious meetings attended, 332; temperance and Sunday School lectures, 23." Even this record imperfectly indicates the extent and importance of his work. He held numerous official positions in his denomination and was Moderator of three General Conferences. He was long a Trustee of Colby College, as well as of Bates College. It was at his solicitation and appeal that the Free Will Baptist Home Mission Society aided in building up churches of that order in Augusta and Rockland. I quote from a letter to his wife dated Great Falls, N. H., June 11, 1852. "We have had a good time in Conference to-day. I have been before the H. M. Board in behalf of Augusta and Rockland,—and am very glad I came. Both places will be aided and sustained, I think. Brother C. (Cheney) will go to Augusta."

Undoubtedly, the most far-reaching and important work of his too brief life (1815-1874) was the varied and heroic service that he gave toward the establishment and endowment of Maine State Seminary, destined as it was, under the presiding genius of his friend, Mr. Cheney, to develop into Bates College, with all its present meaning and possibilities. And if we seek the powerful underlying incentive to this effort, we shall find it in the painful consciousness of his beloved denomination's need of an educated ministry—a need forced upon him by the torturing, ever-present conviction of his own lack of thorough mental training. With what scrupulous diligence should the students, who are now reaping the results of his unwearying efforts, make use of the opportunities *without* which *he* gained a position and influence to which, strive as they may, few of them will ever attain.

Mr. Knowlton wrote the Charter for Maine State Seminary without any denominational restrictions. This act has contributed not a little to the breadth and liberality with which Maine State Seminary and its successor, Bates College, have uniformly been administered; and it was prophetic of the return effected by vote of the Maine Legislature of 1907 to a Char-

ter identical in spirit with the one granted by the Legislature of 1855. Bates College is no longer a denominational Institution. But she will never forget that she owes her very life to Free Baptists, and that her obligations to them will endure so long as Free Baptists exist.

Ebenezer Knowlton was of medium height, erect, broad-shouldered, and of good figure, firm rather than stout. He was of fair complexion, of ruddy countenance, of soft light-brown hair, clear, expressive blue eyes. He wore no beard, and was always neatly shaven, and tastefully though plainly dressed.

Graduates and students of Bates, as they glance at the portraits upon the Chapel walls, may see among pictures of Presidents and Professors the likeness of the man without whose timely aid the Maine State Seminary that grew into Bates College would, so far as human eye can see, never have been. As they become familiar with the life and services of this man, they will, perhaps, find more significance in the Knowlton Professorship of History and Economics, endowed through the efforts of the second President of Bates College in memory of the friend and the associate of the first President in their joint struggle to establish the School that has proved of such significance to the sons and daughters of Bates.

An Honored Bates Alumnus

Of all Bates' graduates that have devoted themselves distinctively to Science, Wendell, of '68, easily holds the first place. He is one of the relatively few men that have not only been "predestined" to a specific work but have "made their calling and election sure." Wendell was a brilliant scholar through his entire college course. He had, for his day, received at the old academy in Dover, N. H., a remarkably fine preparation, and Bates was his chosen college long before he left school. President Cheney, in his rounds among boys looking toward college, had breathed an inspiring word into Wendell's ears. And, undeterred by the protests of his Principal and of other distinguished college graduates living in Dover (and impressed by the young fellow's promise), in hearty accord with the wishes of his parents, he set his face resolutely towards Bates. As on a sultry August day, fresh from his home, full of the spirit of romance and eager for college adventure, he first came in sight of the Bates campus, then nearly barren of trees, but partially graded, enclosed on two sides by stump fences, and boasting but two buildings, Hathorn and Parker Halls—Hathorn Hall still unfinished—his heart leaped up within him, as he exclaimed to himself "This is my College!" It was love at first sight,—love that has never once faltered in the nearly forty-three years since in 1864 he joined the second Freshman class that entered Bates College. To his fervid temperament and poetic imagination these humble beginnings of a college were more splendid and inspiring than to the average youth are the ivy-wreathed halls of Yale, Harvard, or Oxford.

In the young but vigorous life of this new College, Wendell was soon a central figure. Alive to every opportunity, whether for study, research, or fun, eager, aspiring, and resourceful, he was an active factor in moulding the character, shaping the history, and creating the traditions of the Bates-to-be. No Bates man has better impersonated our College motto, "Con Amore ac Studio." Genial, appreciative, and kindly—withal occasionally moody, dreamy, and given to quiet walks—he was soon recognized by all as a man of whom the College must be proud.

Whatever he attempted he accomplished with credit, whether in debate, composition, or class-work. The whole world, whether of nature, books, or men, was of absorbing interest to him. But it was in Mathematics and

the Sciences that he found his choicest satisfaction, unless, indeed, it were in poetry. For he wonderfully combined the special endowments of the exact and truth-seeking Scientist with those of the meditative and fancy-free Poet. This two-fold devotion found expression at his graduation, when in addition to the Latin Salutatory he gave his oration upon "The Poetry of Mathematics." Possessed equally by two passions often



Science Hall

thought contradictory, in his choice both of his Commencement theme and of his life work, he gave full expression to each. Eager to enter every realm of nature, he selected as the most attractive of her domains the one in which Poetry and Science appear as harmonious allies.

Wendell had been thinking about the stars and listening to the "music of the spheres" from early childhood, and perhaps not later than the beginning of his Sophomore year at Bates he had decided to become an Astronomer. Some of his friends to whom he announced his choice regarded it as a passing whim, or "a young man's fancy." But henceforth for him it represented an unflagging and absorbing pursuit.

The writer well remembers the impression made by President Cheney's announcement in the Gymnasium, after the Commencement Dinner of 1868, that one of the little class of five about to leave Alma Mater was to be an Astronomer. On the faces of some present was written scorn, of others admiration, and of still others incredulity. But two months later Wendell was at work in Harvard College Observatory—at work with an ardor too great for his not over firm health. For in 1869 serious illness, together with the depression and care occasioned by his father's death, compelled him to resign his position. It was, however, only when he urged his request that his resignation was accepted. Reluctantly he left the Observatory, purposing to return as soon as he should regain his health.

This result, however, was not easily attained; and for some ten years he found it necessary to engage in active out-door pursuits. During this period he did, indeed, listen to the urgent request of President Cheney that he should accept the Professorship of Astronomy at Bates. But failing health constrained him to return to work in the open air, and he accepted an appointment as an Engineer under Mr. James B. Francis—then an eminent Civil and Hydraulic Engineer in Lowell, Mass.

After holding this position several years, in February, 1879, having regained his health, upon the urgent solicitation of the Director of the Harvard Observatory, he returned to his much loved work. Since that time there has been no interruption in his chosen pursuit, and since 1898 he has held the position of Assistant Professor of Astronomy.

His work at the Observatory has included observation, original investigation, calculations, and superintending of calculations. During the earlier years of his service his observations were made with the Great Equatorial Telescope, the Transit Circle, and two Meridian Photometers. During the last twenty years he has had sole charge of the Great Telescope, has made all the observations with it, and has superintended the reductions of these. He took a large part in measuring with the first Meridian Photometer the light of 4,260 stars, and in reducing the more than 94,000 observations required. The results, which fill Volume 14 of the Observatory Annals, give the magnitudes of all stars visible to the naked eye, from the North Pole down to 35 degrees below the Equator. With the second and larger Meridian Photometer was measured the light of 21,000 fainter stars, comprising more than 267,000 observations. Mr. Wendell himself made nearly one-half these observations and superintended nearly all the reductions. The results fill Vol. 24 of the Observatory Annals. The discussion of these observations, contained in Vol. 23, was also in part.

made by Mr. Wendell. In addition he superintended and prepared for publication Vol. 37 of the Observatory Annals, containing observations (partly made by himself) of Variable Stars and Comparison Stars, and extending over ten years.

Of the observations of more than 700 Eclipses of Jupiter's Satellites made during the twenty-five years from 1878 to 1903 inclusive, and contained in Vol. 52 Part 1, just issued, Mr. Wendell made the entire number for the ten years from 1894 to 1903 inclusive, and a part of those taken previous to that time. He has also observed all the Eclipses from 1903 to the present time, and has superintended nearly all the reductions of these.

In addition to his current observations he is now doing what he considers his best work—in reducing all his observations with the Great Telescope since 1895. The results will be contained in Vol. 49, which he is now preparing. Mr. Wendell has discovered a number of Variable Stars, and also the variability in light of two asteroids, viz.: Iris and Eunomia. One of his specialties has been Comets and Meteors. He has not only made a great many observations on these, but has also calculated the orbits of a large number, both of Comets and of Meteors, and has calculated the place in the heavens from which meteors belonging to different Comets should radiate.

Professor Wendell is a member of the following Scientific Societies:

1. Fellow of the American Academy of Arts and Sciences.
2. Honorary Member of the Astronomical Society of Mexico.
3. Member of the Astronomical and Astrophysical Society of America.
4. Member of the American Association for the Advancement of Science.
5. Member of the National Geographic Society of Washington.
6. Member of the M. P. Club (A society composed of Mathematicians and Physicists in Boston and Cambridge).
7. Member of the Boston Scientific Society.

During the 39 years since his graduation, Mr. Wendell's loyalty to Bates has been steady and intense. He loves to visit "the old familiar places" and to live over his college days with all their cherished hopes. It has been the dream of his Bates friends and of those most deeply interested in the College that he should sometime return to his Alma Mater and preside over the long coveted observatory that shall, we trust, yet crown our beautiful Mount David.

In school, in college, and in life, Mr. Wendell has been an earnest, consistent, and active Christian. For him there is no conflict between Science and Religion.

Classical Study at Bates

In recent years teachers of the Classics have become aroused as never before to the importance of breadth and freshness in their instruction. Knowledge of the history and archaeology of Greece and Italy has been marvelously enriched by the researches and investigations conducted during the last thirty years. Precious fragments and even entire works of classic literature that were supposed to be irretrievably lost have been brought to the light from the tombs and ruins of Egypt. Furthermore, with the advance of general culture has come a fresh appreciation of the transcendent greatness of the masterpieces of Greek and Latin literature, and their priceless value as food for the intellect and the imagination. All this has served to awaken classical teachers to the possibilities and responsibilities of their calling. The country over, a spirit of enthusiasm and hopefulness is manifest among them. In New England, this awakening has resulted in the formation, a year ago, of the Classical Association of New England. This organization already includes a large proportion of the college professors and the teachers in the leading preparatory schools in this part of the country, in the departments of Greek and Latin. Last month the second annual meeting of the Association was successfully held, with a large attendance and a program of able papers and addresses.

While the interests of the Classical Association are as varied as is the wide field of classical learning itself, throughout its proceedings strong emphasis has been laid upon the aspects of study that bring the Classics into closest relation with modern life and thought. A generation or less ago, instruction in Greek and Latin was too apt to be lifeless and wooden, centered upon a dull grind of grammar and syntax, and the memorizing of scraps of unprofitable antiquarian lore. Little wonder that Greek and Latin came to be regarded as "dead languages," and that students detested the arid study. At Bates, fortunately, a better condition prevailed; for in Professor Stanton, who for so many years stood at the head of this department, the Classics had a large-souled, broad-minded teacher, who put human interest as well as close and careful scholarship into his work. But in too many colleges and schools classical teaching was perfunctory and aimless.

To-day the Classics are coming into their own again. Teachers are eager to help their students to read the lessons that Greece and Rome have for

the present age, to bring them into touch with the civilization and stirring life of the days of Pericles, Demosthenes, Caesar and Augustus, and to make them free citizens of the realm where Homer, Sophocles, Plato, Cicero and Vergil and Horace still live and speak. Needless to say, Bates College is in hearty sympathy with these purposes and aims. Not that



Roger Williams Hall

painstaking, thorough drill is neglected. It is realized that a sound knowledge of grammar, and conscientious and discriminating study of the significance of constructions and sentences are essential to any adequate appreciation of the author's meaning. Nor is it the practice at Bates to indulge in gushing enthusiasm for literary excellences vaguely understood. Rather it is the teacher's effort to help the student to win for himself an intelligent grasp of the thoughts of classic authors and a perception of the perfectness of their style and expression that will bring true culture of both intellect and imagination. Thus the study of Greek and Latin writers not only makes their intellectual treasures his own, but forms the best

possible groundwork for the study of modern literature, history and philosophy.

The Classics are popular with the students of Bates. Nearly two hundred—half the students in the college—have taken courses in the Classical Department throughout this year. About half this number are in advanced courses, which are entirely elective. Notable also is the large number of students who are pursuing both Latin and Greek. In response to this interest, full and varied courses are provided, covering in Latin the entire four years, and in Greek three years. To meet the needs of the considerable number of students who, entering college without Greek, desire to take up this study, courses in Elementary Greek are also offered. These enable the student to enter upon the usual college work by the end of the second year.

The status of classical studies at Bates is at present most encouraging, but greater things are anticipated in the future. The Latin and Greek instructors are cordially working together to promote the growth of the department as a whole. Large and helpful accessions of books, maps and other appliances for adding to the interest and value of the courses are being provided by generous benefactors of the college. Best of all, the students are quick to appreciate and respond to their opportunities. It is expected that classical study at Bates will be a growing factor in broad and well-balanced culture.

The Cost of an Education at Bates

Bates College prides herself on having made the higher education possible to young people of limited means. Hundreds of her graduates, now prominent in professional life, as Freshmen in college did not have money enough to meet the expenses of one year. The service that Bates has performed in the past, she is prepared more effectively to perform in the future. Year after year sees some new provision made for the help of her needy students, and year after year brings to her halls an increasing number of earnest men and women whose original capital is little more than native pluck and resolution.

The small expense of an education at Bates is due to a variety of causes. The actual cost of living is low; the college is generous in its distribution of aid; there are many opportunities for self-help; and the spirit of the institution rebukes extravagance and honors the simple life.

NECESSARY EXPENSES

The problem of getting good board at a reasonable rate is not a serious one to the Bates student. Almost anywhere in Lewiston board may be obtained for \$3.00 a week. The young women living in the dormitories pay as a rule \$2.75 a week, although by a special arrangement about forty get plain but healthful food for very much less. The majority of the college men eat at clubs and pay from \$2.40 to \$3.00 a week. The largest club, run on the co-operative plan, under the direction of the college, is able to provide board for \$2.00 a week.

Room rent is a very small item in the year's expenses. The young women are housed in three dormitories, modern in every respect. The rooms are adapted for two occupants. Though these rooms are tastefully furnished, heated by steam, and lighted by electricity, the total cost for each person is only seventy-five cents to one dollar per week. The men pay even less for their rooms. Many find comfortable homes at small cost with private families in Lewiston and Auburn. To those who desire dormitory life, Parker Hall offers excellent accommodations. The rooms are in suites consisting of study and bed-room. If two men live together, each pays for rent and steam heat \$22.50 to \$37.50 a year. Furniture may be

bought cheaply from the previous occupants, and the cost of light divided between two is a trifle. The total charge for rent, light, heat, and furniture need not exceed \$30 a year.

Tuition (payable in three installments),	\$50.00 to \$50.00
Suites of rooms for young men, including heat (two in room),	\$22.50 to \$37.50
Board (37 weeks, from \$2.00 to \$3.00 per week),	\$74.00 to \$111.00
Lights, laundry, books, etc.,	\$20.00 to \$30.00
General expenses,	\$21.00 to \$24.00
Total,	\$187.50 to \$252.50

HOW EXPENSES MAY BE REDUCED

It must not be supposed, however, that unless a man has \$200 he cannot undertake a year's study at Bates. There are many ways of reducing this cost. In the first place the college is generous in its distribution of scholarships and prizes. Any man who demonstrates his financial need and his moral earnestness is almost sure of some assistance from the college. The diligent student may lessen his expenses by winning prizes. These vary in value from \$6 to \$75 and are given for general scholarship, and for excellence in debating, declamation, and English composition.

Many opportunities for earning money are open to Bates students. The college itself can give some employment. Students may earn money by waiting on tables at the clubs, washing dishes, ringing the bell, assisting in the care of the buildings, working in the library and attending to other special duties as occasion arises. An employment bureau tries to find work for the students in the cities of Lewiston and Auburn. Some men get chances to serve as clerks in the stores during rush hours and on Saturdays; some get employment on the electric cars; some in offices; many obtain board and lodging at private homes by a few hours' work each day. Almost all can find some means of earning money during the vacation. Everyone who has been long identified with Bates can recall many men who have entered college almost penniless, and have triumphantly made their way through. The pastor of one of the largest Congregational churches in the country was one of these poor boys. Depending entirely on his own efforts, he worked in a Lewiston cotton mill in vacations, did such odd jobs as he could pick up, later in his course preached in country churches and taught school, and finally graduated not a cent in debt, and with ten dollars saved up toward beginning his career. A negro graduate

of Bates, now principal of an important negro high school in the South, came to Lewiston from his Virginia home, a stranger and without money. He at once found opportunities to do rough work—house-cleaning, gardening and the like. Later he became janitor of one of the city churches, while in his summer vacations he worked as a canvasser. He not only graduated from college free from debt, but during his course he contributed largely toward the expense of educating a younger brother. Every class has contained men who have worked their way with like success. At the present time the openings for such men are more numerous than ever before. The industrial growth of Lewiston and Auburn has brought many more chances for employment than existed twenty years ago; and the variety and remunerativeness of work for the summer vacation are also far greater.

While every college prides itself on having students who earn their own way, it is the distinctive glory of Bates that a much larger number of her students are of this class. It is recognized as a normal and expected thing that a Bates young man should plan to earn during his course the money for his expenses wholly or in part. Accordingly in all the college arrangements the needs of such students are constantly borne in mind. Particularly, the long winter vacation, once in vogue in all New England colleges, is still retained at Bates. The interval of nearly five weeks between the first and second college terms enables students who desire to teach a winter term of school to do so without missing more than a month or six weeks of college work. Every winter, nearly a hundred students are thus engaged in teaching. So successful have Bates men and women been in this field that requests for teachers are received from a great number of places, and every worthy student who wishes to teach is almost sure of finding an opportunity.

Partly because so many of the students at Bates are earning their own way, but still more because of the purpose and spirit of the college itself, maintained steadily from the first, Bates is truly a democratic institution. She knows no social distinctions, no cliques. In the early days of Bates, her president was describing the character and aims of the college to the president of another institution. "We are aiming to make it a college where poor boys can get an education," he said. "But," rejoined the other, "we have poor boys in our institution, too." "And are they on the same social footing as the rich boys?" "Why no, of course not. The rich fellows go together, and the poor boys keep by themselves." Bates has remained true to the purpose with which she began.

Graduate Secretaryship at Bates

In the spring of 1906, the Young Men's Christian Association of Bates College took a step which marked an epoch in the growth of the Association and a new era in the life of the college. This was the securing of a man from the Senior Class to serve as graduate secretary for the ensuing year. This was the more significant as it was the first such move by any college association in Maine. It seemed that the time had come when such a man could find and fill a great need. The experience of the past year has shown us the wisdom of our forward move and has made us wonder how we ever got along without a secretary.

The work which the secretary has done has been varied. During the summer term he was employed, in connection with the president, in forming the different committees for the year's work of the Association. The work done by these committees has been a testimony to the forethought and insight of the secretary and president. Then the secretary aided the Northfield committee in getting together the largest delegation of fellows which ever represented Bates at Northfield. The summer months were made use of in arranging many of the minor details of the year's work. A week or so before college opened, the secretary was prepared to give information to the incoming Freshmen in regard to rooms and other matters about which they might desire to know.

With the opening of the fall term the real work of the secretary began. He had a hand in the system for aiding the Freshmen as they arrived. This included the activities of the train committee, who met the men at the station and guided them to their rooms, as well as the work of the intelligence and reception committees which transformed the Christian Association room into an information bureau, book exchange and general headquarters for new students. This work accomplished, the Bible study and membership campaigns were started. The secretary was in evidence in this work and was able to contribute largely to the success which attended these enterprises. In the winter term he led off in the quick canvass which resulted in the enrolment of some thirty men for mission study. Aside from this he has led a mission study course and two Bible study groups.

The advantages of having a student secretary have been manifold. It has kept the Association in closer touch with the International Committee

and has made it possible for us to obtain greater benefit from the visits of the secretaries. It is, however, impossible to express what the secretaryship has meant. We can mention, as I have, many things which have been accomplished, but yet the central work, on which all the rest of the effort has hinged, is intangible, inexpressible, yet of vital importance to the Association.



Parker Hall

The work of the secretary for next year will run along the same lines as for the past year. In common with the other colleges of the country, an extra effort will be made in enrolling men in Bible study groups. Plans will be made for more work outside the college than hitherto has been done. More important than anything else will be the effort to direct the forces of the Association in spiritual growth.

JEROME C. HOLMES, '07.

An Alumnus' View of the Value of Our Literary Societies

We constantly see our graduates taking up the duties of life in their respective vocations in a manner that reflects great credit on themselves and the institution in which they received their training. This success has been a matter of wide comment, not only from its intrinsic superiority, but equally from the fact that they have so often been persons of less than average early opportunities, who have succeeded without financial backing, or that of influential friends. They have for some reason, simply been able to cope with circumstances and with persons as they met them and to conquer the obstacles of life in a manner that has attracted very favorable comment, favorable both to themselves and to their Alma Mater. They have, for some reason, and that reason must be their training, been able to think quickly and accurately and to act promptly and correctly,—to “think on their feet.”

Of recent years, this success has not waited entirely until after their graduation. For ten or twelve years Bates' feats in intercollegiate debate has been the marvel of New England. With one defeat, or possibly two at most, against her, she has competed with all comers in some fifteen or more contests. The same element of strength which brings victory in after life was present here. It was power to cope with opposition on the spot, while the struggle was in process, and not in the secret recesses of one's thoughts after the battle was over. And the students of the college would do well to ask themselves the reason for this.

While the traditions of Bates naturally lead to the gathering of a body of students of a high degree of earnestness, and while its influences tend to accentuate this by constantly placing the matter ahead of the form, we must not flatter ourselves with the thought that her students uniformly rank higher in intellectual capacity than those of her competitors, or that in the great struggle for supremacy which is constantly being enacted, they are always the equal even of the body of those with whom they come in contact. The pendulum is bound to swing in colleges as in all other institutions and enterprises which are open to the general public, and candor compels that we admit that these other institutions have the same opportunity to gather a body of students who in general natural ability

outrank us at times, as that the reverse is at other times true. In other words, generally speaking, others start with an opportunity as good as ours. Nay, in the respect that they have usually had a much larger body to select the few representatives from, that opportunity is even greater.

Where, then, must we look for the reason of this success? Not in the field from which we draw our students, because it is open to all and no one locality is particularly pre-empted by any. Not in the general purposes of the institution, because fundamentally there is little difference in this respect in the great body of the colleges. Not in the facilities at our command, because we are far from being the most liberally endowed. Not in the corps of professors and instructors, because while none are better qualified or more conscientiously devoted to their work than ours, the others have the same opportunity to draw, and do draw, often with more flattering returns to offer, from the whole mass of men especially equipped for such work.

We must look for our answer to the peculiar character of the training which Bates students receive for this work. And first, what is the nature of the work? What is the character of a public debate and what does it bring out?

First, it requires that the man be thoroughly conversant with his subject. He must give it exhaustive research. He must know all sides of the question which he is to discuss. His so-called direct argument must be the result of careful study equally as carefully arranged and prepared, if not in writing, in his mind at least, before the argument. This may be done in the study and possibly without much experience on the floor.

But this is far from all. Over and over again have we read in the reports of our contests, and heard the judges say, that in this respect our opponents were our equals. There is another element that counts very materially when we get out of the quiet of the study and combat with the world, either in these forensic struggles or in any of the other elements of an active life. It is the power to reply to your adversary on the spot. You can't go home and think it over and come back the next day or the next week and tell the other fellow where he was wrong and you were right. The contest will have been closed, the verdict rendered, and your opponent will be about something else. You must "do it now."

In the debates it is called "the rebuttal." It is the analysis of your competitor's argument and the answer to it on the spot that determines your success. The world doesn't wait while you think. You must think while it is revolving, or you will be eternally in yesterday. And this is precisely where Bates has won time and time again.

If this capacity has not been acquired in the debating societies of Bates College, where it has been practiced every Friday evening since the institution was founded, I ask where it has had its birth and its growth. Until some other distinctive feature of our college sufficiently marked to account for it can be pointed out, I submit that we must credit it to those societies which have given the raw boys an opportunity,—yes, encouraged



Garcelon Field

them in it, fairly compelled them to it—to rub up against each other, while other institutions have made much of secret societies and the entertainment feature.

And now that Bates has secured this high position, a position which can logically be attributed only to the fact that the students have diligently trained themselves for it in the debating societies, societies which have actually created an atmosphere of acute, practical, mental activity, a conclusion which is being recognized by our vanquished opponents in efforts now diligently made to organize and conduct societies of a similar

nature, we hear that Bates is having difficulty in maintaining the old-time interest in them.

In the old days we often refused to adjourn a society meeting for a free lecture by some excellent speaker in the chapel. And I still think we were right. Substitute entertainment features for those which won in the past, while our opponents, having learned from us, are substituting those things by which we have won, for the entertainment features which failed to secure the victory for them, and it will not be long before the tables will be turned.

But surely you do not expect to win in the great struggle of life after graduation, when you are met by one continual competition with the world, by a training which will not best fit you to compete with them mentally before graduation. It is the same thing after as before, only more so. Athletics is well, physical training is important, grace and the culture of the drawing-room should not be ignored. But when you enter your profession or your business vocation, you are likely to realize that the first question is, can you think on your feet, under stress, in the heat of battle, as readily and as accurately as your opponent. Other things will follow this. This will follow nothing, because otherwise the issue will be determined while you are recovering from your stage fright.

There is certainly no place where this can be so well accomplished as where it is actually done. Go back to your debating society, be an active part of it. Let nothing distract your attention from it. If you would think accurately, and accurately express your thought in public, learn to do it there. If you would compete with your fellow mentally, and you will never permanently distinguish yourself by doing it physically,—there is too much waste in the “intensive” athletics now practiced in the higher institutions of learning—begin by competing with him mentally now. If it comes hard at the start, be not discouraged. Neither the quickest learner nor the glibest speaker is most certain to succeed. If it takes fifteen minutes to say five words the first time you try, keep at it, and he who ridicules you will soon learn that when you can say fifteen words in five minutes you may express more thought than he with his best turned periods.

The debating society is the only place for him who is diffident and who finds difficulty in making a start. It furnishes an opportunity for him to overcome that diffidence while others are doing the same thing. It is the best possible place for him who is glib of tongue to actually test the soundness of his reasoning before in practical life he pays the penalty of overconfidence in competition with one of fewer words it may be, but of more accurately trained thought.

In Memoriam

Since the issue of the last Bates Bulletin corresponding to the present number, our Institution has been bereft of two esteemed Trustees.

Alonzo Garcelon, M.D., who died in January last, aged nearly 94, had for some time enjoyed the distinction of being the oldest member of the Corporation of the College. He was one of the group of enthusiastic and enterprising citizens of Lewiston that secured the location of the Maine State Seminary in their community. The promise of a valuable site for a campus and of \$15,000 in money, provided the new Institution should make its home in Lewiston, compelled the respectful attention of those whose duty it was to find a location for Maine State Seminary and on the twenty-third ballot won their unanimous vote. Among the many and great obligations that Lewiston owes to Alonzo Garcelon (and candid and well-informed men will unite in declaring that to no other citizen has she owed so much), by far the weightiest is her obligation for the services that he rendered in making her the home of Bates College, and in effectively contributing to the growth and prosperity of her foremost institution of learning.

Dr. Garcelon was not only one of the first Trustees of Maine State Seminary, but one of the original charter members of the Board of Fellows of Bates College; and his connection with the Institution both in its beginnings and in its later development was never formal or honorary. During the entire fifty years in which he was a guardian of the School and of the College, he was an incessant, intelligent, and effective worker for interests constantly growing dearer to him. Amid the most absorbing duties of his long and strenuous professional life, amid the urgent and serious responsibilities confronting him as Mayor of his City and as Governor of his State, he held in the foreground of his thought and care the interests of Bates College. Only important duty elsewhere could keep him from the annual meeting of her Trustees or her Commencement Day exercises. His duty as a Trustee of Bates dominated even his affection for his own Alma Mater, and when, as was often the case, Commencement at Bowdoin and Bates fell upon the same day, Dr. Garcelon was found in his home City, faithful to his obligations as a Trustee of his home College.

Only when Bowdoin earnestly desired the presence of her oldest living graduate did the venerable ex-Governor depart from this rule; and then he divided his time between the two institutions, formally asking leave of absence from the college for which he had been so long a sponsor.

Dr. Garcelon, in proportion to his means, was one of the most generous patrons that Bates has had. Probably the latest public benefaction of his life was his gift to the College of two lots of land upon College Street. Dr. Garcelon was largely instrumental in securing the additions to our campus that have increased its original twenty acres of land to the present fifty. It was his earnest desire that the Bates grounds should be extended from their present boundaries to Russell Street and along Russell Street to College Street.

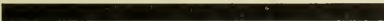
His name has forever been linked with that of his adopted College by the designation of our athletic grounds as Garcelon Field. Let us hope that the growing numbers of Bates students who gather in this field to cheer for their beloved Alma Mater may be as loyal to their College as was Dr. Alonzo Garcelon.

Hon. Charles F. Tobie, elected a Trustee of Bates College in June, 1905, and continuing in this relation until his death in February, 1907, was a man who held every trust accepted by him as sacred. An able and successful business man, an honored official of his city, a quiet, refined, and unaffected gentleman, a loyal supporter of his church and denomination, a steadfast and consistent Christian, and a devoted son and husband, he honored every sphere of life that he filled by intelligent and unswerving fidelity to duty. Though Mr. Tobie had been but a short time a Trustee of Bates, he was held in high esteem by his associates as a deeply interested and valuable counselor, and his early death is an occasion of genuine sorrow on the part of all the friends of the College. His presence at our Commencement exercises and at the meetings of the Board of Trustees will be sadly missed. Mr. Tobie generously remembered Bates in his will.

One year ago the Bates Bulletin announced that Andrew Carnegie had subscribed \$50,000 for the increase of the endowment of Bates—on the condition that the friends of the College should contribute \$100,000 more for the same purpose. On December 28 Mr. Carnegie's check for \$50,000, in recognition of the fulfillment of the condition imposed by him, was received by the President of the College and was soon after carefully invested as a part of the permanent Fund. Recent advices from San Francisco give assurance that the subscription of \$50,000 to the Endowment

Fund of Bates by the late Bartlett Doe of that city will be paid during May of this year; and the full amount will, doubtless, be in our treasury before this number of our Bulletin goes to press. Both Mr. Carnegie and Mr. Doe have enrolled themselves among the cherished and never-to-be forgotten benefactors of Bates. In responding to the opportunity opened by Mr. Carnegie the friends and, especially, the graduates of Bates, have given good proof of their loyalty. Their gifts aggregate more than \$60,000.

The Benjamin E. Bates Library Fund, created in the summer of 1906 by a friend of Mr. Bates, Mr. Clement S. Houghton, of Boston, is already much appreciated by the students of the College, by reason of the valuable works upon History, Economics, Sociology, and Mathematics purchased by the income accruing from this Fund.



Award of Prizes

The award of prizes for the past academic year has been as follows:

For Excellence in Scholarship

Two prizes of ten dollars each to John S. Pendleton and Marion E. Files of the Class of 1907.

Two prizes of eight dollars each to Harold B. Pingree and Maude M. Bradford of the Class of 1908.

Two prizes of six dollars each to John M. Carroll and Jessie H. Nettleton of the Class of 1909.

For Excellence in Declamation

Two prizes of ten dollars each to John B. Sawyer and Jessie H. Nettleton of the Class of 1909.

Two prizes of ten dollars each to Peter I. Lawton and Eva M. Schermerhorn of the Class of 1910.

A prize of seventy-five dollars to John S. Pendleton of the Class of 1907 and twenty dollars to Anna F. Walsh of the Class of 1907.

For Excellence in English Composition.

A prize of ten dollars to Harold B. Pingree of the Class of 1908.

For Excellence in Public Debate

Prizes of ten dollars each to Georgia M. Greenleaf, Fred H. Lancaster, Arthur F. Linscott, Rodney G. Page, Carl R. Purinton, John B. Sawyer and Joseph A. Wiggin of the Class of 1909.

A prize of twenty dollars in the Champion Debate to Fred R. Noble of the Class of 1908.

A prize of fifty dollars to the members of the Senior Class who shall prepare the best essay upon "Arbitration Instead of War;" to Warren W. James of the Class of 1906.

The Coe Scholarship

The income of \$3,000.00 awarded to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious, to Harlow M. Davis of the Class of 1907.

The Rhodes Scholarship

The award of \$1,500.00 per year for three years for study at Oxford University.

By agreement of the Colleges of the State, the choice for the present year was to be a member of Bates College. On the successful completion of the examinations, Wayne C. Jordan of the Class of 1906, was appointed to the above scholarship.

Commencement Week, June 23-27, 1907

- Sunday, 10.30 A.M.—Baccalaureate Sermon by the President in Main Street Church. 8.00 P.M.—Address by Hon. Albert M. Spear, "Civic Duty," in Main Street Church.
- Monday, 9.00 A.M.—Examination for Admission to College in Hathorn Hall. 2.30 P.M.—The Sophomore Prize Debate in Main Street Church. 7.45 P.M.—The Junior Exhibition in Main Street Church.
- Tuesday, 2.30 P.M.—The Class Day Exercises of the Class of 1907 in College Chapel. 8.00 P.M.—The Commencement Concert in Empire Theatre.
- Wednesday, 8.00 A.M.—The Annual Meeting of the College Club in Euro-sophian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. Reunions of Classes of '72, '77, '82, '87, '92, '97, 1902, at places and hours designated by the class secretaries. 10.00 A.M.—Meeting of the Alumni Association of Cobb Divinity School in Roger Williams Hall, Historical Address by Rev. O. H. Tracy, Class of '85. 2.30 P.M.—Anniversary Exercises of Cobb Divinity School in Roger Williams Hall. Inauguration of Rev. Shirley J. Chase, Ph.D., Roger Williams Hall. Inauguration of Rev. Shirley J. Case, Ph.D., as Professor of The Philosophy and History of Religion. Reception by the Faculty of Cobb Divinity School at the residence of Professor Anthony. 4.00 P.M.—Annual Meeting of Alumni Association in College Chapel. 8.00 P.M.—Reception to Alumni and their friends by the Faculty in Fiske Reception Room, New Dormitory.
- THURSDAY, 10.00 A.M.—The Forty-first Annual Commencement in Main Street Church, followed by the Commencement Dinner in City Hall. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by President and Mrs. Chase.

Entered November 21, 1903, at Lewiston, Maine, as second
class matter, under Act of Congress of July 16, 1894

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1908

Fifth Series No. 3

Bulletin
of
Bates College



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Lewiston, Me., May 15, 1908

BATES COLLEGE
LEWISTON, MAINE

Circular of Information

Commencement June 25
Fall Term Begins September 9

GEORGE C. CHASE, D.D., LL.D., President

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1908

Calendar

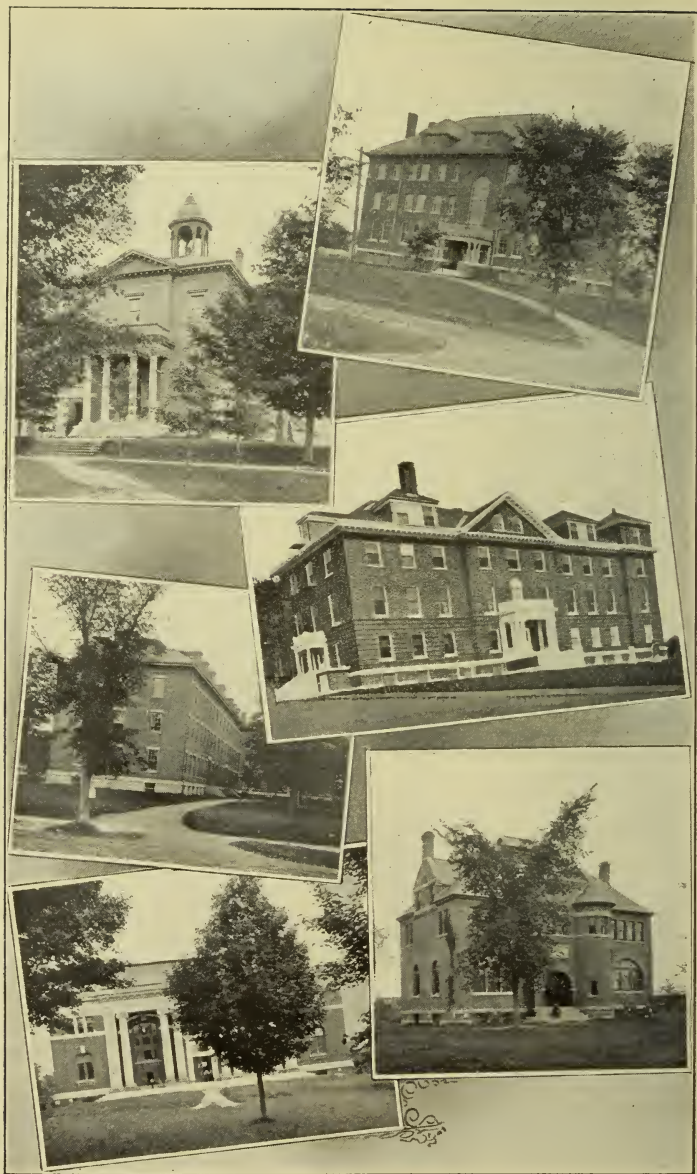
- June 17-20—Examination of College Classes.....Wednesday-Saturday.
June 21—Baccalaureate Exercises.....Sunday, 10.30 A.M.
June 22—Examination for Admission to College.....Monday, 9 A.M.
June 22—Junior Exhibition.....Monday, 7.45 P.M.
June 23—Class Day Exercises.....Tuesday, 2.30 P.M.
June 23—ConcertTuesday, 7.45 P.M.
June 24—Reception to Graduates by Members of the Faculty,
Wednesday, 8 P.M.
June 25—Commencement.....Thursday, 10 A.M.
June 25—President's Reception to the Graduating Class...Thursday, 8 P.M.
September 7—Examination for Admission to College.....Monday, 2 P.M.
September 9—Fall Term Begins.....Wednesday
October 12—Tuition due.
October 19—Sophomore Preliminary Declamations.....2 P.M.
October 26—Prize Division.....2 P.M.
December 4—Fall Term closes.....Friday

The Progress of Bates

The Bates catalogue for 1907-1908 shows that the College is making good progress in many directions. The number of students enrolled is 438 as against 401 in the last catalogue, a gain of nearly 9 1-2 per cent. These figures do not include Cobb Divinity School, a Department of the College. That the College is in good repute at home appears from the fact that fully three-fourths of its students are from Maine. Fifty are registered from Massachusetts, thirty-eight from New Hampshire, and varying numbers from each of the other New England states. Canada contributes a respectable quota, and every part of the United States is represented, including Kentucky, Illinois, Iowa, Michigan, Kansas, South Dakota, Delaware, and Montana. All Bates students, except two specials, are candidates for a degree and pursuing regular courses.

The number of courses shows a decided increase over last year and now aggregates more than 170. For the first time electives are offered in the Freshman year. These include courses in Mechanical Drawing, Descriptive Geometry, Civics, and the History of Greek Statesmanship. Bates has been somewhat conservative in the matter of electives, and still holds that the backbone of a college course is certain carefully prescribed subjects essential to a sound education. These constitute somewhat more than one-third of the entire number, and include a large amount of work in English, both in Literature and in Composition. Mathematics is still required throughout the Freshman year, and there are elective courses in this subject running through the entire four years, two having been inserted in the work of the Senior year—one in Differential Equations and another in Determinants and Theory of Equations.

Parallel courses in Physics are introduced during the Sophomore year, in order to meet the needs both of students seeking a general acquaintance with the subject and of those intending to take courses in Engineering or to carry the study of Physics beyond the Sophomore year. The work in this subject has been greatly enlarged and extended in order to afford an adequate preparation for students intending to enter strictly technical schools. Bates graduates have heretofore found themselves able to complete in two years courses required for degrees in Engineering in the Massachusetts Institute of Technology. The opportunities now added will enable them to accomplish this result and, perhaps, something additional with little difficulty. Indeed, the courses in Electrical Engineering and Mechanical Engineering afford a substantial preparation for practical



Some of the College Buildings

Scientific work. In Astronomy and Geology the work has been supplemented by new courses, and may now in each of these subjects be continued through an entire year. A good telescope has added much both to the interest and the value of the work in Astronomy. New courses are offered also in American Literature, Logic, Aesthetics, Philosophy, and Education. The course in Aesthetics, which has been richly illustrated by appropriate photographs and other art materials, has proved of great interest.

The large number of Bates graduates that make teaching their life-work seems to justify the four courses in Education. These are respectively, the History of Education, Educational Reformers, Psychological Principles of Education, and Educational Methods. There are, also, special courses in Greek, Latin, English, and German for students intending to teach these subjects after graduation. The training in the use of the English Language, which has always been emphasized at Bates, has been extended by a course in Advanced Argumentation, one in Special Composition open to Juniors and Seniors who have shown marked ability in English Composition, and one in Public Speaking open to Juniors and Seniors who have shown ability in public speaking. The courses in Spanish that were discontinued last year have been resumed. To count toward a degree, the study of this Language must be pursued at least one year. Courses in French and German permit the study of these languages during the greater part of undergraduate life. Courses in Chemistry now extend through the last three years. The results gained in Chemistry at Bates have received special commendation at the Harvard Medical School. The two courses in Physiology (including Hygiene and Anatomy) and the twelve courses in Biology (including Botany and Zoology) are of special importance to students contemplating the medical profession. The complete human skeleton lately given to the College by three former Bates students (now eminent in their profession), G. C. Smith, M.D., of Boston, L. M. Palmer, M.D., of South Framingham, Massachusetts, and F. B. Fuller, M.D., of Pawtucket, R. I., has greatly enhanced the value of the work in Physiology.

The Ancient Languages are still popular at Bates. Latin is represented by three courses required during the Freshman year and nine courses elective during the last three years. As Latin is required for admission, except for special students, and for one year in College, every Bates student should be more or less conversant with this language. Although Greek is not required for admission, it is taken by about 20 per cent. of all the students in College; and so strongly do the Greek Language and Literature appeal to Bates undergraduates that 25 members of the Freshman Class of

151 availed themselves of the privilege of beginning the study after entering. A course in Greek Composition, elective for Sophomores, Juniors, and Seniors, who are contemplating teaching, has this year been offered for the first time. The College Library has received large accessions in the Classical Department, and is now well supplied with the best works relating to the Art, Literature and Philosophy of the two great nations of antiquity. It is understood that Dr. Leonard, who will return this summer from a year of study in Germany, is making important purchases for the Modern Language Department of the Library.

The admission requirements have been slightly modified and increased. Three full years of preparation in English are now required and the total of points in all subjects prescribed for admission has been raised from twenty-seven to twenty-eight. Seventeen of these points represent required work—six in English, six in Elementary Latin, three in Algebra, and two in Plane Geometry. The remaining eleven units may be selected from a large group. Candidates for the degree of A.B. must include in their selections Ancient History and either Elementary and Advanced Greek, or Advanced Latin and Elementary French or German. Candidates for the degree of B.S. must also present, in addition to group one, a selection from group two, aggregating eleven units. This selection must include English and American History, Solid Geometry, and Elementary French or German. Bates is probably the first, or one of the first, of New England Colleges to raise the standard of requirements in English.

To give coherence and suitable breadth to undergraduate work, and so to avoid the chief danger of the elective system, subjects, both optional and required, have been arranged in three groups. Group I. includes the Languages; Group II. Philosophy in its comprehensive sense (History, Economics, Sociology, Education, etc., as well as Philosophy proper); Group III. includes Mathematics and the Sciences. Every candidate for the degree of A.B. must complete before graduation a major subject in Group I. or II. and a Minor Subject, beginning after the Freshman year, in each of the other Groups. Every candidate for the degree of B.S. must complete before graduation a major and a minor subject in Group III. and a minor subject in each of the other Groups. A major subject must cover at least three hours per week for three consecutive years, or must consist of nine three-hour courses of definitely related subjects. A minor subject is a similar succession of courses continued for two years. Graduation honors are awarded for scholarship in each of the three general groups—three honors in each group for young men, and three, for young women. From the eighteen persons receiving these honors, eight are selected to deliver commencement parts.

Bates has lately, for the third time, received the generous recognition of Mr. Andrew Carnegie. On December 25, 1906, Mr. Carnegie gave in fulfillment of a pledge made one year before \$50,000 toward increasing the general endowment. On June 15, 1907, the Executive Committee of the Carnegie Foundation for the Advancement of Teaching placed Bates upon the "accepted list of the colleges entitled to the benefits of the retiring allowance system established by the Foundation"—thus conferring upon her the distinction of being the first college in Maine to receive the benefit of this remarkable example of American philanthropy. On January 8, 1908, the Secretary of Mr. Carnegie mailed to the President of Bates a letter of which the following is a copy:

Andrew Carnegie, 2 East 91st Street.

New York, January 8, 1908.

President George C. Chase, Bates College, Lewiston, Me.

Dear Sir—Responding to your communications on behalf of Bates College,—Mr. Carnegie desires me to say that he will be glad to pay for the erection of a Science Building at cost of Fifty Thousand Dollars, provided the same amount of new endowment is raised, in cash or its equivalent in securities, for maintenance of the Science Department.

Respectfully yours,

JAMES BERTRAM, P. Secretary.

In spite of the almost unprecedented financial depression now prevailing, it is hoped that the conditions of this noble subscription will soon be met. The Alumni who responded so faithfully to Mr. Carnegie's first subscription are again attesting their loyalty, and the President is appealing to friends new and old.

Mr. Carnegie, it will be noticed, placed no time limit upon the payment of his subscription. But the pressing—the almost unendurable—need of the building is a sharp spur to the prompt meeting of the condition imposed.

Honorable W. Scott Libbey, of Lewiston, is just beginning the erection of a building for the Bates Literary Societies and Christian Associations. Mr. Libbey is thus giving generous recognition to the system of societies prevalent at Bates. She has no secret fraternities, but maintains three flourishing Literary Societies, and has two well-sustained Christian Associations.

The new building will be constructed of brick and stone, and will be one of the most attractive and convenient of the kind in our country. Its completion will meet an urgent need of the literary and religious organizations at Bates, and will permit the conversion of the present society rooms in Hathorn Hall into recitation rooms, and of those in Parker Hall into suites



View of Campus from College Street

for students. Mr. Libbey plans to erect in 1909 an Auditorium for the use of the College upon important public occasions. The Institution will then have adequate facilities for lectures, inter-collegiate debates, and commencement exercises. The two buildings will occupy the beautiful lot on the further side of Mountain Avenue at the intersection of that thoroughfare with College Street.

The Bates Literary Societies have been an important factor in the development of that skill and power in argumentation which have won for the Institution her fame in Inter-collegiate debating contests. Her victory over Clark College, at Worcester, Mass., on April 24th, was the sixteenth gained in eighteen competitions. Bates was the first College in New England to give prominence to debating, and her list of forensic triumphs over sister institutions is believed to be without a parallel. Her thorough courses in Argumentation, and her arrangement for prize debates within the College afford unsurpassed opportunities for training men to excellence in public speaking. This year she has three intercollegiate debates,—the one already held with Clark, a debate on May 12th with Queen's University, of Kingston, Ontario, and one May 27th between her Sophomore team and a corresponding team from the University of Maine. Her debate with Queen's is believed to be the first international contest of the kind held in America.

By meeting the conditions of Mr. Carnegie's first subscription, the College has added more than \$160,000 to her endowment, and her total invested funds are now about \$600,000. The entire resources of the College, including grounds, buildings, library, and apparatus, have a value of about \$1,000,000.

One of the latest accessions to her resources is the sum of \$5,000, given by Miss Mary Isabel Corning, of East Hartford, Conn., to establish five scholarships for the benefit of worthy and needy students. These scholarships have been endowed by Miss Corning in memory of her aunt, the late Miss Lucia Spring, and in assigning them preference is given, generally speaking, to young women, but young men are not excluded from their benefits. Miss Lucia Spring was the granddaughter of Reverend Samuel Spring, a chaplain under Benedict Arnold in the Continental Army, a founder of Andover Theological Seminary, and one of the organizers of the American Board of Commissioners for Foreign Missions. Miss Corning's gift raises the number of scholarships at Bates to 91, each of which pays the tuition of a deserving student.

Of the 438 Bates students, 246 are young men and 192 young women. Co-education at Bates has not incurred the disfavor into which it seems to have fallen in some New England Colleges. At Bates, women were

received on the same terms as men from the very beginning of the Institution. The opposition to co-education, wherever it exists, seems to be due to the attempt to introduce women after the college traditions and customs, established by men only, have enjoyed undisputed sway for a half century or more.

Bates has found it necessary, so numerous are the women candidates for admission, to restrict to fifty the number of women received each year. Each woman candidate is required to present a certificate of health as well as of character and scholarship.

In Athletics, Bates is making a decided advance in a new direction. While she has, for a long time, taken good rank in baseball and football, she has been relatively weak in track work. This year in the two Freshman meets between Bates and Bowdoin, Bates has been victorious with a generous margin.

While the growth of Bates during the last decade has been second to no other New England College save Dartmouth, she fully realizes the need of a larger endowment and of additional buildings. In particular, she feels the need of a modern and thoroughly equipped gymnasium for her young men, and the enlargement of her Chemical Laboratory. These results will in due time be gained through fidelity to the three principles that have characterized her in the past—unequivocal devotion to character building, large sympathy with worthy students of limited means, and steadfast insistence upon true scholarship.

John Holmes Rand

Professor John Holmes Rand was born in Parsonsfield, Maine, a town famous for scholars, statesmen, and jurists, August 3, 1838, and died in Lewiston, November 9, 1907. His parents, his grandparents, and, indeed, all his ancestors, so far as they have been traced, had the sturdy virtues, the rugged Christian character typical of our best New England life. Professor Rand revered, as do few men, his father, his mother, and his grandparents. And whenever he had time for reminiscence, he fondly recurred to their influence over him in his childhood,—their faithful lessons in character and conduct, their high ideals constantly held before him in his youth and early manhood.

His boyhood was not passed in ease. He was familiar with the toil, struggles, and hardships peculiar to farm life in Maine sixty years ago. From his earliest years he was a worker and he never learned to shirk, whatever the task before him. He shared with the other members of his family the simple life, the steady self-denial, the unremitting toil, so characteristic of country homes in Maine during the period preceding our Civil War. He was acquainted with every detail of farm life and to his latest hours, he retained a rare pleasure in the scenes, pursuits, and associations that first engaged his opening mind. His parents were in moderate circumstances; and, although there was always the atmosphere of cheerful comfort about his home, it was a comfort purchased by self-denial, frugality, and unremitting industry. In Professor Rand's boyhood the spinning-wheel and the loom were essential parts of the household equipment, and homespun clothes were made and worn with honest pride. There were no spare dollars to speed the boy on his way toward College. Fortunately for him, North Parsonsfield Seminary was then at the height of its reputation and usefulness; and there, with long intervals between his terms of school and with daily tasks ever frowning upon his hours of study, he completed the greater part of his preparation for College. He was a schoolmate for a time with Professor Cyrus Brackett, famous as a teacher in more than one College.

Professor Rand first came to Lewiston early in 1863. Here, in Maine State Seminary, he completed his preparation for College. He was one of the sixteen young men in the Seminary that carried a petition to Principal Oren B. Cheney asking that a College be established in Lewiston. And when Bates College was opened, August 27, 1863, he took his place in the old chapel with the members of the first Freshman Class. Our country

was then in the throes of the Great Conflict, and College ambitions and patriot fervor were soon in sharp collision. Of the sixteen young men that entered Bates in '63, but eight graduated.

Even then Rand, as he was known, in the easy language of College associations, had physical disabilities that would have made him ineligible for military service. He was as a student what he proved himself as a



John Holmes Rand

man,—earnest, faithful, industrious, high-minded, and true. Correct, the term indicative of absolute fidelity to duty, appears opposite the name of John Holmes Rand in the record of each of his twelve terms as a student. He was a typical Bates man, working his way against great odds—toiling on the farm at home in the long summer vacation, scrupulously performing the duties of steward for a large club of College and Seminary boys, teaching a school each winter, and once going out of College altogether

for more than a half year to be the energetic and successful Principal of Litchfield Academy. In spite of all hindrances, he maintained good standing in his class and graduated with honor in 1867. Abashed and dismayed throughout his course at the very thought of speaking in public, he gave his Commencement part with an effectiveness that astonished all who knew him. Throughout his life he never flinched when he had once decided upon his course of action.

Immediately after his graduation he accepted the Chair of Mathematics in New Hampton Literary and Biblical Institute, and for nine years he was one of the pillars of that school. He was as faithful to every interest of the institution as if the sole responsibility devolved upon him. New Hampton was sending many students to College during those nine years. How efficient Professor Rand proved himself was shown by the splendid tribute paid to him as man and teacher by Hon. S. W. McCall at the last Bates Commencement. His New Hampton students never ceased to love their devoted teacher, and every year brought him an urgent invitation to attend their re-union in Boston.

In 1876 Professor Rand was elected to the position that for thirty-one years he held as Head of the Department of Mathematics in Bates College. There was never a more devoted teacher. He was industrious, thorough, and painstaking to the last degree. He insisted that every student should master the principles of Mathematics, and he was unwearying in his efforts to hold each of them to high standards of scholarship. His class-room duties were laborious in the extreme and they increased as the number of students multiplied. He did not shrink from a service of twenty, even twenty-five, hours a week in his recitation room; and he held himself to the performance of duty even more rigidly than he held his students. He was constantly striving for self-improvement. To this end he gave uncounted hours to the solution of difficult problems in abstruse and advanced Mathematics purely for the sake of self-discipline and larger usefulness. Probably more than any other Professor of Mathematics in New England, he studied the methods of other teachers. For this purpose he visited during a period of ten or more years, as often as he could find the time, the Universities and Technical Schools famous for scholarly work in Mathematics. He became widely known in his own sphere of College work and was elected a member of learned Mathematical Societies.

But Professor Rand never gauged his duty by the requirements of the class room. He was engaged in season and out of season in strenuous efforts to promote every interest of the College with which he had identified his entire being. For many years as Chairman of the Prudential Com-

mittee, he had the chief care of the College grounds and buildings. Only those who have followed his work as practically Superintendent of the halls and campus can have any just idea of the obligations of the College to his incessant watchfulness, careful judgment, and unflagging industry. He was constantly intent upon improving the conditions of student life by making the College buildings more tasteful, comfortable, and homelike. Parker Hall was re-constructed under his vigilant supervision. Its present occupants would be startled could they contrast the well-lighted, adequately heated, and attractive building of to-day, with its careful sanitary arrangements, its substantial hardwood floors, its attractive reception rooms, and its general suitability and neatness, with the cold, shabby, barrack-like structure of twenty-five years ago.

Each of the buildings, could it speak, would confess its indebtedness to the keen vision, the tireless patience, and the thoughtful judgment of this one man. In particular, Professor Rand devoted himself to securing tasteful and attractive homes for the young women of the College. Milliken House, Whittier House, and above all the New Dormitory afford evidence in their entire structure and appointments of his consecrated purpose.

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If ever a man wrought himself into the life of an institution, certainly this was true of the revered Professor of Mathematics. He took a personal interest in every student. Years after the graduation of young men and young women, he could recall vividly their distinctive traits. Sound character, good habits, and thorough preparation for usefulness were the mottoes which he held constantly before the eyes of every student. He felt deeply the truth of the Proverb, "Noblesse oblige," and was constantly endeavoring to make real to all under his instruction the truth that the large opportunities of College men and College women carry with them large obligations to an industry, a public spirit, a sacred regard for the rights of others such as cannot be demanded of less favored members of society. Nothing grieved Professor Rand like heedlessness, shiftlessness, or wanton disregard of the happiness of others. If men have gone out from Bates College with habits and tendencies that must lessen their value to the world, it has been through no fault of Professor Rand. Just, honest, severely conscientious from his boyhood, he could not so well as might men more fallible, understand the thoughtlessness, frivolity, and seeming selfishness of crude boys. Yet by his contact with students during so many years he grew constantly in breadth and power to interpret and forgive the weakness and folly of our common humanity.

In the College Faculty Professor Rand was alive to every problem of discipline, culture, and improvement. He was always ready to undertake

difficult things, to perform disagreeable tasks, if only duty were involved,—to incur, if need be, ill-will and unpopularity. He was absolutely without fear when the interests of the College were at stake,—when its standards seemed in danger, its slowly developed character assailed. No loss of food or rest or sleep could keep him from the post of duty while still his vigorous will could summon strength to respond to its call.

Somewhat severe in manner, as, at least, he seemed to those slightly acquainted with him, he carried a heart as tender as it was brave. If he was severe, it was not only because he loved righteousness but also because he loved young men and young women and was eager to evoke their best selves. More and more mellow grew his nature as the years went by; and it is doubtful whether during the last decade of his service, any man on the Bates faculty has been more truly honored, more sincerely loved. The flowers that, during the weary months of his last illness, exhaled their fragrance in his room, moved him deeply while they gave him an inexpressible satisfaction. He was so unassuming, so self-depreciative, that he was a long time in learning how warm a place he had in the hearts and how high a place in the esteem of those to whom he had ministered. Never was there a truer friend than was Professor Rand. Loyal to his College, loyal always to duty, he was preeminently loyal to those who had given him their confidence, who had trusted him in their need. Nothing aroused his indignation like an injury to one of his friends. Through good and through evil report, he was faithful to those to whom he had once pledged himself and he would spare no effort to aid them in time of stress. Everybody who really knew Professor Rand, knew that he was as tender as he was just, as kind as he was honest and exacting. Such a man cannot fail to make a deep impression upon all who sustain to him the vital relations existing between teacher and student; and many of the traits in Professor Rand's own character have been deeply graven in the lives and the purposes of the young men and the young women who have sat in his class rooms.

If one were to try to name the key words to the character of Professor Rand, some of them certainly would be, Fidelity, Industry, Precision, Justice, Loyalty, and Moral Courage. These qualities are never developed to the breadth and fullness which they attained in his life save as they take their rise and sustenance from a sincere and steadfast Christian faith. Professor Rand said little about his Christian experience, although he always unhesitatingly declared his allegiance to the One Great Teacher. His creed found expression in his life and deeds. No one acquainted with these ever questioned its adequacy and its soundness.

The Bates Literary Society, '93 to '97

An Ideal Training School for Public Speaking

A ready-made audience to talk to every Friday night of the college year, an audience critical yet kindly, tolerant of his mistakes and the crudeness of his early efforts, yet showing genuine interest in his progress and always demanding his best,—this was the best contribution of the literary society to the life of the Bates College man ten years ago. On its floor, in the actual thrust and parry of debating contest, he grew accus-



Eurosophian Room

tomed to thinking on his feet and gained skill in public speaking which afterward proved no unimportant part of his equipment for the work of life.

Plenty of other features, musical, literary and social, helped make the meetings attractive, but the debate was the main thing. The executive committee allowed not less than an hour for it and most of the men spoke from the floor on the question at least occasionally. The Freshman was

urged to begin speaking at once, and throughout the four years of his course was encouraged by a growing sense of ease and mastery gradually superseding the shrinking awkwardness which attended his first stammering attempts to "Speak from the floor."

Dimly while still in college, but very clearly since graduation, the Bates man has realized what an opportunity that was for him,—that patient and long-suffering audience always ready to be practiced on. From the college graduate an audience expects the finished product and is impatient of assisting at the process of evolution by which a speaker is made. He appears before an audience only at infrequent intervals and usually on some special occasion when his failure to do what is expected of him will result in disappointment and pain to an innocent and unoffending public and will insure the speaker against future invitations. No longer can he rely on a regular audience of his friends that will sympathize with his mistakes, applaud his progress, and help him learn to speak in public by the natural method of constant practice.

For learning to speak in public is much like learning to swim. Book lore and expert advice are well enough, but the beginner must strike out for himself and win gradually through the awkward stages of gasping, struggling helplessness to the final consciousness of mastery and power. And every normal man can learn to speak, too, just as he can learn to swim, by keeping at it long enough. The genius in oratory may still belong with the poet in the special category labelled "Born not made," but nine-tenths of the public speaking that is persuading men to-day, in the legislative assembly, at the directors' table, in the jury box, and even in the House of Worship, is the plain, direct, natural talking that comes from actual and continuous practice before an audience. The college graduate who can talk easily and effectively in private but is reduced to abject and futile stammering the moment he is confronted with an audience believes perhaps that he has been defied by Providence that mysterious and elusive gift, the power to speak in public. The fact is that all he lacks is practice, and if he is a Bates graduate he lacks it because he did not take the opportunity which his literary society offered him in college.

And this ability to speak in public is no unimportant part of the college graduate's equipment. In college he has been constantly asked, "What do you know?" The world asks him, "What can you do?" or "What can you make us do?" 'Tis not enough that he be endowed with learning, though it be the wisdom of Solomon. He must have some means of getting a grip on men and making them follow him. Of the three means of persuasion, physical force, the written word and the spoken word, the first is barred

from the game by the rules of modern civilization, the second is not effective on a large scale unless backed by unusual genius or a position of recognized authority. Most of the persuasion in practical life is accomplished by the third method, which, in its larger application, becomes public speaking. The most useful link between the college man's education and the world from which he must wring success is his ability to stand on his feet before an audience and calmly, clearly, confidently to speak his mind on the pending matter whatever it may be. Lacking this, with all his culture and education he is like a splendid locomotive, equipped and furnished, but having no coupling bar to attach it to the train.

In spite of disquieting rumors about the literary societies, I take it that in ten years conditions cannot have greatly changed. These few words, smacking perhaps too much of an argument instead of that reminiscent narrative expected of the college graduate who is asked to recall his college days, are written solely with the hope of catching for a moment the attention of some present or prospective Bates student and suggesting to him that on the floor of his literary society room he has an unrivalled opportunity to acquire a knack of public speaking that will be of splendid service to him in the work of life. If he graduates without this power he probably will never gain it, or if he does it will be only at the expense of much trouble and humiliation beset with regrets for the lost opportunities of his college days.

C. E. MILLIKEN, '97.

The Department of Physics

In order to raise the standard to the level maintained by colleges of the first class, at the opening of the college year in September, 1907, the courses formerly offered by the Physics Department were revised. At the same time the scope of the work was broadened by the addition of several practical courses in Electrical Engineering. As a result of the year's trial a further modification will be made next September which, it is believed, will increase the usefulness of the Department.

As Sophomore Physics was one of the required studies, parallel courses were given during the present year, one set for those students desiring to study Physics for more than one year or to take up engineering, the other for those having different plans. For several reasons it seems wiser, hereafter, to make work in Science largely elective. The Sophomore course, three times per week for a year, will consist of recitations and problem work primarily, supplemented by lectures and lecture-room illustrative experiments. It will be designed to present a broad view of the subject, treating it as the fundamental physical science on the same basis as biology is considered the fundamental natural science. A good working knowledge of arithmetic and algebra will be all the preparation required. Though this course in General Physics will be complete in itself, it is designed primarily as an introduction to advanced work.

A course in Practical Electrical Engineering, Direct Currents, three hours per week for a year, is elective to Juniors who have completed the Sophomore Physics. The text-book read will be Franklin and Esty's Elements of Electrical Engineering, a work used by practically all the first-class engineering schools in the country. The work will consist of recitations and practical problems, lectures, and papers on the development of electrical science, new installations, etc. During the year the class will make excursions to some of the electrical plants in the vicinity. It is highly desirable that students electing this course elect also the following course in Electrical Laboratory which will be introduced next year.

This course in Electrical Laboratory will include, in addition to the usual experiments, the various tests used in commercial work, the measurement of resistance by the Wheatstone and Carey Foster bridges, the use of the potentiometer for the determination of electromotive force, photometric measurements of glow lamps, the standardization of meters, and determinations of efficiency of various electrical apparatus. During the year several important additions have been made to the apparatus available for this course, notably a motor-generator set. A first quality potentiometer



New Dormitory

and Wheatstone bridge, a standard ratio resistance with interpolation, and a standard Clark cell, all of Otto Wolff's manufacture, are being imported for this course and will be ready for use in September.

A laboratory course of three hours per week for a year, will be open to Juniors who do not wish to specialize in electricity. It will include experiments in Mechanics and Heat, elementary Electricity and Magnetism, and Light and Sound. This course with the Sophomore work in General Physics will equip the student with sufficient material for teaching High School Physics.

A course in Alternating Currents, three hours per week for a year, will be open to Seniors who have completed the Junior work in Electrical Engineering. It will consist of recitations, lectures, and discussion of papers, and will give the student a good working knowledge of the subject. Problems in transformer design, the synchronous motor, the rotary converted, and the single phase and polyphase systems of power transmission will be thoroughly treated.

An elective course in Advanced Optics based on Wood's Physical Optics is also offered to Seniors. The text-book work illustrated will continue for two terms, three hours per week, followed by a term of laboratory investigation. A splendid optical bench with a complete outfit of accessories from Max Kohl is being imported and will be a substantial addition to the optical cabinet.

Forensics at Bates

This year Bates breaks her record by taking upon her hands three inter-collegiate debates in the same season,—the first with Clark College, the second with Queen's University, and the third with the University of Maine.

The second of these renders her a pioneer upon this continent in international debates between colleges. Bates had previously won a national reputation as a college that produces men strong in argument and she may now fairly be said to have gained an international renown. This successful contest with her Canadian rival is certainly an auspicious beginning of her efforts in an entirely new field.

Bates has now won seventeen of the nineteen intercollegiate debates in which she has had a share.

These figures place her far in advance of any other New England College.

There is, however, nothing more dangerous than success; and she can scarcely hope, even by the most strenuous effort, to maintain her present exceptional position.

How has Bates gained such eminence? Undoubtedly the primary factor in contributing to this result is her system of open Literary Societies, in which each man may give and take, in the presence of alert critics, in frank discussion of the great questions of our time.

These societies ante-date the College itself. They were inherited directly from the old Maine State Seminary, out of which was developed Bates College. The intense yet wholesome rivalry existing among the three Literary Societies at Bates took its rise in the "Literary Fraternity," and the "Philomathean Society" of Seminary days. Those Societies bequeathed to Eurosophia and Polymnia not merely the rooms that these two College organizations occupy, but the spirit and the general type of activity characteristic of the three literary organizations in some one of which is enrolled nearly every student now in Bates. The School and its arrangements were long since outgrown and yet they have shaped in no slight degree the life of the College.

To the influence of the Societies, first upon the School and afterwards upon the College, is largely due that intense interest in vigorous public speaking which at once attracts the attention of every visitor at Bates.

Early graduates of the College can recall the enthusiastic loyalty with which the members of the two original Societies greeted from the crowded aisles of the Main Street Church the two orators on the platform who in succession spoke to their fellow-members, each rehearsing the names and achievements of the glorious leaders of the Fraternity and of Philomathean

in their formative period. Bates never would have become Bates without the moulding influences of these energetic and democratic institutions. It was the honor of their respective Societies that thrilled the hearts and fired the eloquence of the men chosen to compete in declamation and debate. In the Bates atmosphere good speakers could not fail to be developed. And when the College came into existence one of its definite aims was to prepare even the youngest student to face an audience with steady nerves and manly bearing.



Reference Room—Coram Library

The Freshman public declamations, in which, as soon as a class large enough to present a program had been gathered, every member, man or woman, was required to participate, have been and are peculiar to Bates. Not less so has been the annual Sophomore contest of the same imperative character.

When Professor George C. Chase, now President Chase, began in 1872 his work in the Department of Rhetoric and English Literature, he immediately arranged a schedule under which every student in College received

individual instruction and drill in preparation for class or public exercises. These drills, sometimes alone and sometimes aided by other teachers, he conducted until the number of students became so large as to compel a diminution of the work with the two upper classes. In 1889 he was largely relieved of this work by the employment of specialists; and in 1898 these specialists, among whom were included men who have since gained national reputation as Professors of Oratory, were superseded by the present popular and efficient head of the Department of Voice Culture.

Professor Robinson had given, before his permanent appointment, convincing evidence of his value to the College.

Bates was the first higher institution in Maine to have a permanent and regular teacher of Elocution and Vocal Culture; and the quality of the work in this Department is not surpassed by that in any New England College.

But Bates has always held form of little account save as the ally of thought; and she was the first institution in Maine to emphasize, through her prize Junior Exhibition, the importance of Composition in connection with Delivery.

The first Junior Exhibition, with a prize of \$75 for excellence in thought, style and oratory, was held in 1874. This annual Exhibition remains to the present time one of the marked features of Commencement week.

The initial impulse to public speaking at Bates was given by the Literary Societies. Combined with this abiding impulse and giving it force and direction has been the influence of carefully organized College debates. And here it is difficult to express adequate appreciation of the remarkable services of Professor Stanton. Eloquent before his classes, he was appalled by the very thought of any public utterance. Deploring his own failure to conquer this extreme diffidence, he urged upon his students the almost supreme importance of the ability to talk while standing upon their feet. He planned and organized our well-known system of Sophomore Debates. Indeed, he began his efforts while any one class was scarcely large enough to furnish men for both the affirmative and the negative. He drafted for the first public debate ever held at the College men from each of the three classes then organized. There were no Seniors. He furnished the first question discussed in the College before a public audience. It ran to this effect: **Resolved**, That there is slight probability that the United States will be engaged in war in the next one hundred years. There were no courses in Argumentation, no coaches, no resources, save his own thought and reading, from which a debater could draw.

While trying to think out his argument, one of the negative in this first debate ventured to ask an esteemed Professor what he thought

respecting the merits of the question. The Professor replied, "The probability of an approaching millenium favors the affirmative." However, this speaker upon the negative carried off the prize. Professor Stanton warmly congratulated him and told him not to permit his ambition to stop short of the Presidency. The embarrassed youth supposed his appreciative Professor was directing him toward the White House. When twenty-eight years later he was chosen to preside over his own College he concluded that the position he had attained might be the "Presidency" that his teacher had in mind.

One of the rules prescribed by Professor Stanton was that no part of a debate should be committed to writing. When later it was disclosed that the rule presented too strong a temptation to some of the young men the Professor kindly abolished it.

The debate just described was held in the fall of 1865. The prize on that occasion, and for many subsequent ones, was a copy of "Webster's Unabridged." The cost of it was met by Professor Stanton and the Dictionary was often of unspeakable aid to a poor student.

The first strictly Sophomore Debate was not held till some years later. The question for 1867 was whether the Ministry or the Law afforded greater opportunities for intellectual development. The law triumphed in the person of a prospective lawyer, Charles H. Pearson of the Class of 1870. Mr. Pearson died shortly after entering upon his profession.

As soon as the size of the Sophomore classes made it practicable, its members were grouped into debating divisions. A prize was awarded to the best man in each division, and from those who had most distinguished themselves in these group debates speakers were selected for a champion Sophomore Debate during Commencement week.

Especially memorable was the Champion Debate held during the Commencement week of 1872. The question discussed was: Resolved, That England is a greater power than the United States. England won to the great delight of Dr. Jabez Burns, a typical Englishman from London and a warm friend of the College, who listened to the debate. Two of the participants in this discussion were James H. Baker and Isaac C. Dennett, of the Class of 1873. Dennett subsequently became Professor of Greek in Colorado University, and later Baker was elected to the Presidency of that Institution, a position which he still holds.

None of those early debaters had the advantage of training by others, but each man felt the spur of his own ambition, and some of the arguments presented have never been surpassed at Bates.

Not a few of these first debaters have gained distinction in their subsequent lives. Their names appear in the lists of distinguished judges,

eminent lawyers, famous preachers, learned scientists, physicians, and educators.

The first intercollegiate debate in which Bates participated was held with Colby in City Hall, Lewiston, February 27, 1896. The question reflected the great issue of the current political life. It read, **Resolved**, That the free and unlimited coinage of silver at the ratio of 16 to 1 should be the financial policy of our government. Bates had the negative and was represented by A. B. Howard, '96; C. E. Milliken, '97, and J. Stanley Durkee, '97. President Hyde of Bowdoin, as chairman of the judges, announced that Bates had won.

This debate with Colby was to be one of a series given by a debating league consisting of Bates, Colby, Boston University, Wesleyan University and Tufts. Tufts withdrew before the first contest. Boston University defeated Wesleyan; and the determining debate of the year was held in Faneuil Hall, April 23, 1896, between Bates and Boston University. The University was backed by practically its entire membership in attendance. The Bates men were cheered by a good number of the graduates of the College living in or near Boston. The audience was large; the place was inspiring. The chairman of the judges was Judge Putnam of the U. S. Court. The presiding officer was Curtis Guild, Jr., now Governor of Massachusetts. The question, "**Resolved**, That immigration should be further restricted," was especially appropriate to Faneuil Hall. O. F. Cutts, '96, A. B. Howard, '96, and J. Stanley Durkee, '97, maintained the negative for Bates and won.

The result was naturally a serious disappointment to the Boston men, and they sought out the judges to learn the grounds of their decision. The trophy to the College victorious in the league came peacefully, however, to Bates. It was a silver laurel wreath, and is a cherished memento of an exciting struggle.

The result had proved quite different from the anticipations of most of the colleges interested; and Bates and Colby, through the withdrawal of the other institutions, remained the sole members of the league.

Bates' third contest was held with Colby in City Hall, Lewiston, May 21, 1897. Colby felt bound to win and Bates was by no means certain of the issue of the battle. It fell to her to propound a question to Colby; and one of the Bates team wrote to President Chase, who was then in New York, asking him to frame a question such that Colby would be likely to take the affirmative while it would give Bates a fair chance upon the negative. In those years Bates men believed that, other things being equal, the negative was the more hopeful side. The President responded by sending the following: "**Resolved**, That true Republicanism is stronger in the United

States to-day than at any previous time in our History." Colby promptly took the affirmative. Bates found her definition of true republicanism and, indeed, the outline of her case in the famous words of President Lincoln: "A government of the people, by the people, and for the people." It proved a happy and an indisputable definition. Bates, of course, had the unpopular side. The judges, one of whom was a leading divine of Portland, and the other two eminent lawyers, after nearly an hour's deliberation, awarded the honors to Bates. The chairman said, "We came here



Science Hall

thoroughly believing in the affirmative of the question. Against our own wishes, Bates has convinced us that we were wrong, and we took a long time, in order to be sure that her reasoning was sound." Bates was represented in this contest by J. S. Durkee, '97, Everett Skillings, '97, and W. F. Bassett, '99.

Colby showed splendid grit in keeping up the fight, and on March 4, 1898, was rewarded by winning her first debate. This debate was held in Waterville. The question read: "Resolved, That Municipalities in the

United States of 25,000 or more inhabitants should own and operate plants for supplying water, light, and surface transportation." The Bates team included L. P. Costello, '98, Frank P. Wagg, '99, and Fred U. Landman, '98. The Bates men had the negative. Andrew P. Wiswell, Chief Justice of Maine, was chairman of the judges. The decision was by no means an easy one; and the defeat of Bates was attributed by the judges to a decided inferiority in delivery.

Colby applied herself with new courage to the next contest, which was held in City Hall, Lewiston, April 21, 1899. By skilful negotiations, Bates had obtained her preferred position upon the negative of the question, "Resolved, That the concentration of population in the cities of the United States during the last forty years has been too great for the best interests of the country." Bates was regarded as having the weaker side, but won by an exhaustive and logical presentation of facts that would have done credit to the most eminent professors of Economics. She was represented by A. G. Catheron, 1900, Oscar C. Merrill, '99, and W. A. Robbins, '99.

The next contest between the two Colleges was at Waterville, April 27, 1900. It was another question in Economics, and again the Bates men showed marvelous minuteness and thoroughness of research and a power in the presentation of the results that gave the decision to their argument for the negative. Leo C. Demack, of 1901, A. G. Catheron, 1900, and Lester B. Powell, 1900, were the Bates speakers.

Colby pluckily held out for one more contest, and then withdrew from the field, after another signal defeat. The debate was held in City Hall, Lewiston, May 8, 1901. The agitation over the retention of the Philippines was then at its height. Our honored Senator Frye, one of the Commission in behalf of the United States that framed the Spanish-American treaty, was quoted by both sides. The question read: Resolved, That the permanent retention of the Philippine Islands by the United States is desirable. The Bates speakers were Leo C. Demack, 1901, Frank P. Wagg, 1901, and Carroll L. Beedy, 1903. They secured a prompt verdict for the negative.

Up to this time Bates and Colby were the only Maine Colleges that had engaged in intercollegiate debates. The withdrawal of Colby made it necessary for Bates, were she to continue these forensic struggles, to find another antagonist. She soon found one in the team of the Harvard Seniors. The debate occurred in City Hall, Lewiston, February 14, 1902. The question was, "Resolved, That the United States should adopt a system of shipping subsidies." The Harvard men, true to their antecedents, chose the negative. The Bates men, Earle A. Childs, 1902,

John A. Hunnewell, 1902, and Carroll L. Beedy, 1903, won a decisive victory for the affirmative, to the amazement of the large audience that had gathered to see Bates trimmed by Harvard. This was the first contest in which Bates had the affirmative. It was the first also, in which the Harvard system, so called, was adopted throughout, and rebuttals by each member of the two teams followed the main arguments. Judge Putnam, who was Chairman of the Judges of the debate, expressed his amazement at the ability and adroitness of the Bates men. These were specially conspicuous in the



Fiske Reception Hall

rebuttals, whereas in no previous debate they were compelled to give and take in purely extemporaneous argument.

The next year, encouraged by her success with the Harvard Seniors, Bates undertook two debates, and won both. The first of these was held in City Hall, Lewiston, April 17, 1903, with a team from Trinity College. The question, "Resolved, That industrial combinations, commonly known as trusts are likely to promote the welfare of society," was similar to one discussed with Colby three years before,—although in the second contest the

proposition defended by Bates was the opposite of the one maintained by her in the earlier discussion.

The second of the debates for 1903 was held in City Hall, Lewiston, on May 4, when Bates met three experienced debaters from Boston University Law School. The question was, "Resolved, That State Boards of Arbitration with compulsory powers should be established to settle industrial disputes between employers and employees." Bates had the affirmative and was represented by a Junior team, consisting of A. K. Spofford, 1904 (now Instructor of English at Bates), Frederick M. Swan, 1904, and Guy L. Weymouth, 1904. The decision turned largely upon the interpretation given to the words, compulsory powers. In the opinion of the judges, Bates gave these words their true definition, and the Law School men utterly failed to meet the real issue presented.

This debate made peculiarly clear the necessity of accurately defining the main terms in a question. The Boston debaters were forceful and eloquent. As Law School men they were much chagrined at being thrown out of Court for presenting irrelevant arguments.

In this contest Bates speakers had for the first time in the history of their College the benefit derived from a critical study and application of the principles of Argumentation. This had been made possible through strengthening the English Department by the addition of an Instructor in English.

Professor Hartshorn for some time after he had succeeded Professor (now President) Chase in the Professorship of Rhetoric and English Literature, had the entire responsibility in the work in English. Later he had the assistance of an Instructor; but it was not until 1901 that definite courses in Argumentation were conducted by his assistants. The establishment and extension of these courses has contributed invaluable aid to the work in debate.

March 8, 1904, the return debate with Trinity was held in Hartford, Conn. Bates won upon the negative of the question, "Resolved, That under present conditions it would be to England's advantage to adopt a policy of protection." The debaters were: A. K. Spofford, Frederick M. Swan, Guy L. Weymouth, all of 1904. The second debate of the same year was held on May 5, in City Hall, Lewiston, with the University of Vermont. The question was, "Resolved, That it would be to the advantage of Great Britain to make a substantial departure from her practice of free trade with respect to imports." This question was in substance the same as that debated two months before with Trinity—Bates, now, however, taking the other side (the affirmative) and being represented by new men. These were S. F. Peavey, Jr., 1906, W. L. Parsons, 1905, and Judson C. Briggs, 1904.

They were the victors, and secured for their college the honor of winning in the same year upon both sides of a difficult question.

May 26, 1905, occurred the return debate with the University of Vermont. It was held in Burlington. The question was, "Resolved, That the United States should maintain her policy of Colonial expansion." Bates had the affirmative, and was represented by O. M. Holman, 1905, W. W. James, 1906, and J. C. Merrill, 1906. The judges decided in favor of Vermont.

June 2, 1905, Bates met the University of Maine in City Hall, Lewiston. The question was, Resolved, That municipal ownership of lighting and street railway systems in the United States is desirable. Bates had the negative, and was represented by Wayne C. Jordan, 1906; W. R. Redden, 1906, and W. S. Austin, 1906. Again, Bates was victorious. This was her first contest with the University of Maine.

In 1906 Bates had but one intercollegiate debate. This was held April 25, in City Hall, Lewiston, with the University of Vermont. The question was one then occupying almost the entire attention of the Congress of the United States, "Resolved, That government control of railroad rates would be advantageous to the people of the United States." The Bates speakers were Guy V. Aldrich, J. S. Pendleton, and H. M. Davis, all of 1907. They won a decisive victory for the affirmative.

The University of Vermont having withdrawn from the field, Bates found the next year a new contestant in Clark College. The debate was held in Lewiston, April 19, 1907, upon the question, "Resolved, That it is for the interest of the United States to establish a system of shipping subsidies." Bates took the affirmative and won. Her debaters were the same men who had defeated Vermont the year before—Messrs. Aldrich, Pendleton, and Davis.

Negotiations with the University of Maine had resulted in a series of Sophomore debates between that institution and Bates College. The first in this series was held in Lewiston, May 10, 1907. Bates won upon the negative of the question, "Resolved, That the annexation of Cuba to the United States is desirable, provided it represents the general wish of the Cuban people." The Bates speakers were: W. E. Libby, H. I. Holt, and J. M. Carroll, all of 1909.

On April 24, 1908, the second of the series of debates between Clark College and Bates College was held in Worcester, Mass., in the Gymnasium of Clark University. The question, "Resolved, That further material increases to the Navy of the United States are desirable," was discussed for Bates by J. M. Carroll, J. B. Sawyer, and R. G. Page, all of 1909. The Bates men won. Their careful analysis and interpretation of the question, especially of

the words "further material increases," took the Clark men by surprise and laid a strong foundation for the argument upon the affirmative. They received generous congratulations upon their triumph. The chairman of the judges was President W. E. Huntington of Boston University.

As stated in the beginning of this article Bates has just made her first venture in the realm of international Forensics. On the evening of May 12, 1908, in City Hall, Lewiston, she encountered Queen's University of Kingston, Canada, in a spirited discussion of the question, "Resolved, That Great Britain should make a substantial departure from her policy of free trade with respect to imports. Queens had chosen this from a list of three questions submitted to her. She had also had the choice of sides. The speakers for Bates were Fred R. Noble of Amherst, Mass., and Thomas S. Bridges of Bucksport, Me., both of 1908. It is understood that this is the first of a series of contests between the two institutions, and that their next debate will occur in Canada. They have adopted the English custom of having two speakers from each institution. The judges in this first of the international debates were: Hon. Clarence Hale of the United States District Court, Hon. W. J. Knowlton, and Hon. David W. Snow, all of Portland. The third and last contest in which Bates will participate this season will occur in Orono, May 27, between P. I. Lawton, C. P. Quimby, and S. E. Howard of Bates, 1910, and three Sophomores from the University of Maine. This debate was won by Bates, by unanimous decision of the judges.

In concluding this detailed account of what must be conceded to have been the phenomenal success of Bates in Forensics, it may be appropriate to give some further explanation of the determining factors.

Reference has already been made to the stimulating and directing influence of the Literary Societies. These influences have contributed both negatively and positively to the results gained: negatively, by excluding those divisive tendencies which in colleges where the secret Greek Letter Fraternities prevail create and foster hostile factions, with the result that the honor and standing of the College itself are often subordinated to the pride and glorification of warring organizations; positively, by affording a field and an atmosphere peculiarly helpful and inspiring to honest, vigorous and thoroughly democratic aspirations to excel in public debate.

Mention, also, has been made of the excellent training for platform speaking that has so long been given at Bates. Credit in addition has been given to the wonderful personal influence of Professor Stanton, who has, from the time that he entered the college, 44 years ago, been an inspired apostle of debate. For, in truth, Professor Stanton has wrought, not by instructing

men in the art of debate, but by inspiring them with a burning ambition to become able debaters.

To these distinctive influences should be added the high standards of instruction in English that have characterized the College for nearly forty years. Perhaps no reason for having chosen Bates as their College has more frequently been given by students than their eagerness to avail themselves of the instruction given in the "Department of Rhetoric and English Literature." In particular, since 1901 the work in English has been richly



Roger Williams Hall

supplemented, under Instructors Foster, McNeil, Spofford, by carefully conducted courses in Argumentation.

Never has the training for debates (both in theory and in practice), been more thorough and stimulating than during the last year. Under the arrangements now in force the foundation for further work is laid in the Freshman year by means of careful instruction in the use of the English Language and by the constant writing of themes exemplifying the different forms of Composition and the review and correction of these themes in conference with a teacher.

In the Sophomore year training in Argumentation is made a definite aim. Careful study of the principles of Argumentation and of the art of debate is made practical by means of formal and informal class discussions under the criticism both of the Instructor and of fellow-students. Thorough reading as well as vigorous thinking are constantly required. Briefs are constructed, and then carefully reconstructed under the direction of the teacher. Still later group debates are organized with definite questions assigned for each group. For the young women of the College, participation in these debates is elective. With the young men, it is required. A prize is awarded to the winner in each group debate. From the best of these debaters are selected the contestants for a champion team debate. In this debate a prize is awarded to the side presenting the best connected argument, and also, a prize to the strongest debater. The ablest debaters in the entire number of champion speakers are selected for the Sophomore debate with the University of Maine.

Courses in "Advanced Composition, open to Sophomores that have shown excellence in some form of composition," in "Advanced Argumentation open to a limited number of Juniors and Seniors, who have shown ability in previous work of the kind," in "Special Composition, open to Juniors and Seniors who have shown marked ability as writers," and in "Public Speaking, open to Juniors and Seniors that have shown marked ability in this direction," round out and complete the practical work in the Department of English. The direct study of Literature, maintained during the last two years of College life under the instruction of Dr. Hartshorn, the head of the Department, further quickens the imagination, affords standards of literary excellence, and contributes generously toward an adequate preparation for the responsible public speaking and careful composition required in the actual life of College graduates.

The student undertaking at Bates the courses that have been outlined must expect to form the habit of careful research and hard work. He will be amply repaid by the results. Nor are these limited to those whose calling necessarily imposes the duty of public utterance.

Debating, in particular, brings into play all the mental faculties, and takes tribute from every department of learning. The debater is the entire man—memory, imagination, observation, reason, emotions, conscience, and will—in vigorous yet harmonious action. Some of the ablest debaters that Bates has developed are educators, physicians, engineers, scientists, men of affairs. To infer that the training received by them in College debates is of no practical value to them would be wide of the mark. It is certain that no part of their college work is contributing more effectively to their suc-

cess in their present callings. To the future minister, lawyer or legislator, the value of experience in debate is self-evident.

The lesson to be derived from this historical sketch and the above reflections is plain. Bates should develop her three Literary Societies to the highest possible efficiency. Each weekly program should include a debate. Each member and each Society should be a vigilant and constant competitor with his or its own previous record. Keen, constant, vigorous debating should be an irremovable, an unassailable tradition—a distinguishing characteristic of the College.

It is in recognition of the most unique feature of the intellectual and social life of Bates that one of the most generous friends of the College is now erecting a beautiful and substantial home for her Literary and Religious Societies. May they continue through the ages unfalteringly true to their high mission!

Award of Prizes

The award of prizes for the past academic year has been as follows:

For Excellence in Scholarship

Three prizes of ten dollars each to Harold B. Pingree, Maude M. Bradford and Elizabeth W. Anthony of the Class of 1908.

Two prizes of eight dollars each to John M. Carroll and Grace E. Holbrook of the Class of 1909.

Two prizes of six dollars each to Charles A. Magoon and Gladys M. Greenleaf of the Class of 1910.

For Excellence in Declamation

Two prizes of ten dollars each to Peter I. Lawton and Martha I. Harmon of the Class of 1910.

Two prizes of ten dollars each to Robert M. Pierce and Carrie A. Ray of the Class of 1911.

A prize of seventy-five dollars to Thomas S. Bridges of the Class of 1908, and twenty dollars to Elisabeth W. Anthony of the Class of 1908.

For Excellence in Public Debate

Prizes of ten dollars each to Alice A. Burnham, Roy E. Cole, Stanley E. Howard, Peter I. Lawton, Charles A. Magoon and Clarence P. Quimby of the Class of 1910.

A prize of twenty dollars in the Champion Debate, June 25, 1906, to Rodney G. Page, of the Class of 1909.

A prize of ten dollars in the Champion Debate, May 8, 1907, to Peter I. Lawton, of the Class of 1910, and a team prize of fifteen dollars to Peter I. Lawton, Charles A. Magoon and Clarence P. Quimby of the Class of 1910.

Bryant Prize

A prize of fifty dollars to the member of the Senior Class who shall prepare the best essay upon "Arbitration Instead of War," awarded to Anna F. Walsh of the Class of 1907.

Student Prizes

Prizes of five dollars each for best poems contributed to the Bates Student, awarded to Alice J. Dinsmore, Class of 1908, and Grace E. Holbrook, Class of 1909.

First prize of seven dollars to Frances M. McLain, of the Class of 1908, and second prize of three dollars to Walter J. Graham, of the Class of 1911, for best story contributed to the Bates Student.

The Coe Scholarship

The income of \$3,000 awarded to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious, to Harold B. Pingree, of the Class of 1908.

Commencement Week, June 21-25, 1908

Sunday, 10.30 A.M.—Baccalaureate Sermon by the President in Main Street Church. 8.00 P.M.—Address in Main Street Church by Rev. Albert W. Jefferson of Portland, subject "The Christian Citizen."

Monday, 9.00 A.M.—Examination for Admission to College in Hathorn Hall. 7.45 P.M.—The Junior Exhibition in Main Street Church.

Tuesday, 2.30 P.M.—The Class Day Exercises of the Class of 1908 in College Chapel, 8.00 P.M.—The Commencement Concert in Empire Theatre.

Wednesday, 7.30 A.M.—Picnic breakfast of the Alumnae Club on Mount David, followed at 9.00 by business meeting in Polymnian Room.—8.00 A.M.—The Annual Meeting of the College Club in Euroso-phian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. Reunions of Classes of '73, '78, '83, '88, '93, '98, 1903, at places and hours designated by the class secretaries. 10.00 A.M.—Meeting of the Alumni Association of Cobb Divinity School in Roger Williams Hall. Historical address, Rev. Thomas H. Stacey, D.D. 2.30 P.M.—Presentation of Diplomas to graduates of Biblical Training School, followed by a public address. 4.00 P.M.—Annual Meeting of Alumni Association in College Chapel. 5.30 P.M.—Dinner for Faculty and Alumni of Cobb Divinity School, at Roger Williams Hall. 8.00 P.M.—Reception to Alumni and their friends by the Faculty in Fiske Reception Room, New Dormitory.

Thursday, 10.00 A.M.—The Forty-second Annual Commencement in Main Street Church, followed by the Commencement Dinner in City Hall. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by President and Mrs. Chase.

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1909

Sixth Series No. 2

Bulletin
of
Bates College



Coram Library

Lewiston, Me., March 1, 1909

BATES COLLEGE

LEWISTON, MAINE

Circular of Information

COMMENCEMENT JUNE 24

FALL TERM BEGINS SEPTEMBER 8

GEORGE C. CHASE, D.D., LL.D., President

CALENDAR

- June 15-19—Examination of College Classes.....Tuesday-Saturday
- June 20—Baccalaureate Exercises.....Sunday, 10.30 A.M.
- June 21-22—Examination for Admission to College,
Monday, Tuesday, 9 A.M., 2 P.M.
- June 21—Junior Exhibition.....Monday, 7.45 P.M.
- June 22—Class Day Exercises.....Tuesday, 2.30 P.M.
- June 22—Concert.....Tuesday, 7.45 P.M.
- June 23—Reception to Graduates by Members of the Faculty,
Wednesday, 8 P.M.
- June 24—Commencement.....Thursday, 10 A.M.
- June 24—President's Reception to the Graduating Class..Thursday, 8 P.M.
- September 6, 7—Examination for Admission to College,
Monday, Tuesday, 10 A.M., 2 P.M.
- September 8—Fall Term Begins.....Wednesday
- October 15—Tuition due.
- October 18—Sophomore Preliminary Declamations.....2 P.M.
- October 25—Prize Division 2 P.M.
- November 24—Fall Term closes.....Wednesday

State of Maine and Bates College

Six years ago, March 12, 1903, Bates College asked the Legislature of Maine for \$40,000 to secure the erection of a women's hall. The Committee on Education who gave the hearing were not unfavorably impressed. But the list of appropriations for the session had practically been completed; and the request was not granted. Four years ago, January 26, 1905, the College asked the Legislature for \$30,000 for the same purpose and received a grant of \$15,000. February 18, 1909, she asked for \$45,000 for a central heating plant. At the date of this writing, the outlook is favorable, the Committee having reported "ought to pass."

In making these successive requests, the College has urged her case on the following grounds: 1. From the beginning of New England history, the promotion of college education in the several States has been effected through the co-operation of individuals and the State. 2. This method has proved adequate and successful, as tested by the results. 3. The Constitution of Maine makes it the specific duty of the Legislature of the State, "from time to time, as the circumstances of the people may authorize, suitably to encourage and endow all the academies, colleges, and seminaries in the State."

The following is an abstract of some of the arguments presented in 1903 and in 1905.

The history of New England shows that it has been her accepted principle to aid her colleges. "The Massachusetts Bay Colony, only six years old—its inhabitants occupying the ragged fringe of coast between the almost untraversed ocean stretching three thousand miles before them and the pathless wilderness extending three thousand miles behind them, without schools, without churches, almost without homes—ordained that there should be a college. The General Court of the Colony of Massachusetts Bay appropriated the first public money ever appropriated in this country—for what? For popular education? Yes, if the broad purpose of their act be read by the mind's eye. They appropriated that money for the first college in the wilderness, for Harvard College £400. \$2,000, we should say; in reality, \$20,000, or, as one historian of Harvard says, 'Fifty times \$2,000, \$100,000,' comparing the value of money at that time with money at the present time. Call it, if you please, \$2,000. Only 4,000 inhabitants, scattered through sixteen widely separated hamlets! Fifty cents to the inhabitant! For what? For the establishing of the

principle that popular education must rest primarily upon the influence, the inspiration, the life giving energies of the higher education of the College. Were they wrong? The act of 1636 was followed by the act of 1648, ordaining that every municipality in that little colony having fifty families should maintain what we should call a common school. The common school was in the college. In Harvard College existed, in the germ, our entire New England educational system.

"Here we have the first application of the New England principle, the beginning of the New England method. And what has been the method of New England? Individual or denominational initiative, seconded by the States in which educational enterprises have been begun. And did Massachusetts stop with her initial effort? No. We find her making one hundred and three distinct grants in behalf of Harvard College. And did the people respond? Why, the Scripture was more than fulfilled, for the return from the people was, 'some thirty, some sixty,' and frequently more than a hundred fold. And the history of Harvard College as an exemplar of the means by which education should be made the dominating force among a free people has been repeated in the history of all the leading colleges in New England. When, in the last decade of the eighteenth century, Williams College was founded, Massachusetts came to her aid and never ceased giving until she had put into the treasury of Williams College \$143,000. When, in the third decade of the nineteenth century, Amherst College was founded, that history was repeated. When, in 1873, Tufts College presented her plea to Massachusetts for aid, Massachusetts responded with \$50,000. When, more recently still, Mount Holyoke College, one of the youngest of New England colleges, grew out of the humbler life of an academy for young women, Massachusetts responded to her need with \$40,000.

"The same history was repeated in New Hampshire. Dartmouth College received a township from the State of New Hampshire, a township even from the State of Vermont, because the College was so near Vermont. Dartmouth College was liberally aided to the amount of £11,000 by contributions from England, Ireland, and from her own territory. Dartmouth College has become firmly established. And has she ceased to receive the kindly aid of the State that called her into being? Fully \$135,000 are represented upon the campus at Dartmouth in buildings erected by the State of New Hampshire. And for more than fifteen years, New Hampshire has been appropriating at least \$20,000 a year to this college with its fund of more than \$2,000,000, and its score or more of buildings.

"Nor is the State of Maine an exception. When, in 1794, Bowdoin College was founded under the laws of the Commonwealth of Massachusetts,

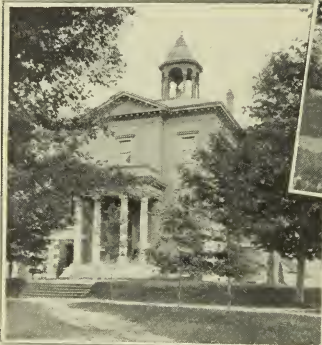
that State, true to her history, and remembering her obligations to what was then the district of Maine, gave five townships of land to Bowdoin College—five townships at the outset. How much the value of those five townships proved to be, I cannot tell. Professor Packard, in his history of the College, says, 'One of them brought \$20,000 to Bowdoin.' At that rate, the five would have brought \$100,000. And when Maine was launched as an independent State, she immediately began to make appropriations for Bowdoin College by setting apart for her benefit two more townships, while Massachusetts, in addition to the five townships of land, contributed not less than \$30,000 in cash, and possibly \$39,000, even continuing her bounty four years after Maine had become a separate State. And when, in 1824, her aid ceased, Maine, though poor and comparatively without resources, cheerfully took up her burden and voted \$3,000 a year, the same sum that Massachusetts had been giving, with another thousand annually to the Medical School, for seven years more.

"Again, when Waterville College, now Colby, was established, while Maine was still only a district, Massachusetts was generous to Colby. She set apart a township of land for her benefit and Maine, taking up the obligation as soon as she became a State, also set apart two half townships, and at various times contributed the sum of \$14,500 in money, in addition to all these land gifts. And still again, in 1903, her Legislature responded to the appeal of Colby College for \$15,000 to replace a dormitory that had been destroyed by fire.

"Many more facts might be given in detail to show the working of the New England principle respecting the promotion of popular education through collegiate education. Briefly stated, this principle is, individual or denominational initiative; State encouragement and endowment.

"And what have been the results of this method? What have been the results in Massachusetts? Perhaps there is no community on our globe that has so much wealth per capita as the community, if it may be so termed, made up of the different municipalities of Massachusetts. The richest per capita, it is almost the richest per square mile.

"Wealth is an important consideration. But it is only one of many considerations. You know what the position of Massachusetts has been as the representative not only of the highest education, but of popular education. Why, gentlemen, when I visited the great Exposition at St. Louis a few months ago, what do you suppose was the thing there which impressed me most? There were many impressive things. But the most impressive, to my mind, was this—the whole broadside of the room devoted to Massachusetts covered by pictures of every one of the between two and three hundred public libraries of Massachusetts, from the magnificent Bos-



Some College Buildings

ton Library down to the little wooden, one-story structure of the humblest town. From higher education inevitably results the elementary, the popular education.

"But what of patriotism, of public spirit, of the development of the sense of duty, through the influence of our higher institutions of learning? We remember what Burke said, when the great result was declared and the American Colonies were at length free. He said 'education did it.' And he was speaking of such men as John Adams and Samuel Adams and John Hancock and Thomas Jefferson, the great leaders, all college trained men, all men powerful in the impartation of their ideas and their influence. There is one supreme test of public devotion. 'All that a man hath will he give for his life.' And the history of all the colleges of New England shows that in the great War for the Union a larger percentage of college men gave their lives to save our country than of any other class.

"And what has been the result to the colleges themselves of this co-operation between public and private wealth? Passing by Yale, with her magnificent equipment, passing by Harvard with her splendid buildings and her fund of more than twenty millions of dollars, look for a moment at Bowdoin, look at her magnificent library building, at her elaborate science building, at her splendid Walker Art Gallery, look at the one million dollars contributed within the last four years to her fund through private philanthropy, and ask, if you will, whether the principle that relies at once on State aid and private benevolence is discredited. And what has been true of Bowdoin has been true of Colby and of Bates.

"New England has had her own method of promoting higher education—individual initiative; gifts, grants from the State. The West had her method. It was a different method. Why should it be different? New England was settled slowly. The population increased a few hundreds in a year. There was opportunity to devise liberal things and to take time for the development of those liberal things. By the ordinance of 1787, our Country, foreseeing what a wonderful development awaited our great Northwestern Territory, put at the disposition of the States to be formed out of that Territory, millions of acres of public land. Now who should become trustees of those millions? Why, naturally, the States as they were successively organized would become the trustees of those millions of acres and the millions of money which they yield. So sprang up the great State Universities of the West. There must be prompt action. Thousands of people, hundreds of thousands, entering in five or ten years! The people must be educated. The State must take hold, and take hold liberally, and so there grew up the great State Universities of the West. And later, the Government, not to be biased in favor of one section against

another, as the Southwestern Territories were organized, in its beneficence, gave its millions of acres for the inhabitants going into the Southwestern Territories; and so grew up the great State Universities there.

"Again, when the Morrill Act was passed in 1862, the Government once more put millions and millions of acres at the service of all the States for the benefit of particular kinds of education, specifically designated as agricultural and industrial education. In the Western States, these funds have been expended at the State Universities, with the States acting as trustees. In New England, with the exception of Vermont, the Morrill Funds have been used to establish distinct institutions devoted entirely, with the exception of the one in Maine, to agricultural and industrial education. The people of Maine will not forget the great interests committed to the care of that institution,—the agricultural and industrial interests. And they will not, unless they forget their own history, unless they forget the forces that have moulded and formed them as a people, unless they forget who are presiding over the normal schools and the public schools of their State, they will not forget that Bowdoin and Colby and Bates are the children of Maine.

"But what of the relative economy of the Western method and the New England method? The State of Michigan is annually appropriating a half million dollars to maintain the University of Michigan. Why? Because private benevolence languishes where public beneficence becomes profuse. Do we look forward to the time when the State of Maine shall give \$500,000 per year to one institution while she forgets the rest? Is that an economic policy? Will it be a successful policy? Will it invite hundreds of thousands, millions of dollars from philanthropists in other States, in our own State? History tells us that such is never the result.

"Gentlemen, you do not mean to have but one institution in Maine. That is not what you mean. That is not what the Legislature of Maine means. But if you are to have more than one institution in Maine, and I believe you are, you are going to own them all as your children, just as you have owned them in the past. And, moreover, gentlemen, the people of this country are going to believe that colleges like Bowdoin and Colby and Bates will always be indispensable—the small colleges—where every professor can know every student and every student can know every professor, and where a direct influence can be exerted upon character."

The foregoing is a summary of the first and second grounds stated at the beginning of this article, upon which Bates College has asked for appropriations from the State. The constitutional argument must, of course, be substantially the same whenever a request for aid is presented

to the Legislature. And this will be sufficiently shown in the following account of the arguments submitted at the hearing on February 18 last.

The bill in favor of Bates now before the Maine Legislature was introduced by Hon. Charles H. Osgood, of Lewiston, one of the two State Senators from Androscoggin County. Senator Osgood opened the hearing with the following statement:

"Gentlemen of the Committee on Education:

"The rapid growth of Bates College constrains her Trustees and friends to ask the people of Maine through their Legislature to aid in meeting an urgent need. During the last fifteen years the number of Bates students has risen from 167 to 439, nearly 263 per cent.—a rate of increase surpassed during the same time by only one New England College. This remarkable growth in numbers, together with the multiplying demands imposed by modern education, has thrust upon her the necessity of meeting many urgent needs at once. These include large additions to her fund, expensive outlays for her laboratories and libraries, and the immediate erection of several new buildings. Private philanthropy has been and will be invoked and the graduates and immediate friends of Bates will give, as they have already given, with cheerful loyalty. But without aid from the State, whose large welfare it is the constant aim of her colleges to promote, she must suffer serious and permanent loss.

"In the name of her 322 Maine students, four-fifths of them sons and daughters of farmers and workingmen, who have committed to her their hope of a college education, she asks your timely help. She points with pride to the 1,400 Bates graduates that have brought honor to their College and to Maine—and in particular to the 400 Bates Alumni within our own borders that, in their varied callings, are powerfully contributing to that pre-eminence of our State in character, intelligence, and enterprise which is the only sure guaranty of her future. The erection of a central heating plant will save her large amounts annually, will increase the value of all her buildings, present and prospective, and will render more efficient every department of her work. Of the one million dollars now represented by her grounds, buildings, and funds, our State has contributed, in the forty-four years since Bates received her charter, only \$30,000; and nearly nine-tenths of all her benefactions must be credited to non-residents of Maine. She is held in honor throughout our country. Her halls are sought by students from many States. She is tireless in her efforts to aid the self-reliant young men and young women who have found with her their college home.

"She makes her appeal to the Legislature of Maine, confident that it will be true to its constitutional obligation, 'to encourage and suitably

endow, from time to time, as the circumstances of the people may authorize, all academies, colleges, and seminaries of learning within the State.’”

Senator Osgood then introduced President Chase to the Committee on Education. And the latter spoke, in substance, as follows:

“Gentlemen of the Committee on Education for the Maine Legislature:

“Bates College thanks you for your courtesy. She has not come here to antagonize any other educational institution or interest. Our State is broad and generous and wise enough to meet adequately all her obligations.

“Gentlemen, a responsibility has been placed upon you certainly as great as that imposed upon any other joint committee of our Legislature. It is a responsibility imposed by that law of laws, the Constitution of Maine. Our fathers, in their wisdom, placed it there; and so impressed were they by its magnitude that they set it forth in a distinct paragraph. I quote. ‘A general diffusion of the advantages of education being essential to the rights and liberties of the people; to promote this important object the Legislature are authorized, and it shall be their duty to require the several towns to make suitable provision at their own expense for the support and maintenance of public schools; and it shall further be their duty to encourage and suitably endow from time to time, as the circumstances of the people may authorize, all academies, colleges, and seminaries of learning within the State.’

“Mark, gentlemen, on you is imposed, in behalf of our Legislature, a duty which our fathers affirmed, and affirmed in the Constitution of our State, to be essential to preservation of the rights and liberties of the people. This duty consists of two co-ordinate parts, the duty of requiring the several towns to make suitable provision, at their own expense, for the support and maintenance of public schools, and the further duty of encouraging and suitably endowing, from time to time, as the circumstances of the people may authorize, all academies, colleges, and seminaries of learning within the State. In the hearing that you have just given, you have been acting in pursuance of the first requirement, the requirement ensuring the ‘support and maintenance of public schools. And in the pursuance of your constitutional obligation, you are now considering the second requirement, the requirement for encouraging and suitably endowing the academies, colleges, and seminaries of learning within the State.’ This second requirement is made upon the Legislature itself; and to you, its joint committee, appointed with the concurrence of both Houses, the two presiding officers have committed the responsibility of informing them just what encouragement and what endowments are due to these

institutions. 'All academies, colleges, and seminaries of learning within the State!'

"Gentlemen, the academies have in large part disappeared—have been merged in the high schools. To those still surviving you will give the ample consideration that they deserve.

"The colleges remain and grow. In every State in our Union the growth of colleges has been and is one of the most remarkable phenomena in our national life; and, gentlemen, colleges abide. There is no instance on record in any part of our globe of the extinction of any college once adequately endowed and engaged in its distinctive work. The colleges, almost without exception, are growing; and in all New England no college, save one, has had a more rapid growth in the last fifteen years than has Bates. And if we restrict the term college to institutions having no allied or graduate schools, we cannot admit even this one exception. In endowment, in funds, in faculty, and in equipment the growth of Bates has been remarkable. But most remarkable of all has been her growth in number of students.

"Growth means needs, and Bates is confronted by many needs at once. Nineteen years ago her chemical laboratory, just erected, was ample for the fifty students then pursuing the study of Chemistry. But it was absolutely packed last year by the more than two hundred students resorting to it daily. Our chemical laboratory should be doubled in size at once. Forty years ago the small wooden building erected for a gymnasium at a cost of \$6,000 met every need. One of the immediate demands at Bates is a gymnasium for her young men that shall cost from \$60,000 to \$100,000. Her beautiful library building, dedicated but six years ago, is already, through the increase of books and readers, indicating that the plan of its architects for a building double the size of the present must soon be carried out. A great and almost appalling need is the immediate erection of a building for the departments of Physics and Biology. That the present small, cold, inconvenient, and ill-constructed building used for these departments may give place to one adequate for present requirements, Mr. Carnegie has subscribed \$50,000, on condition that the College secure, through private benevolence, the sum of \$50,000 as a further endowment for science work. And the College is now engaged in a desperate struggle to secure the amount that stands between her and the sorely needed building. The task of raising from year to year thousands of dollars in order to avert deficits, and this in spite of an economy that has been the wonder of every other college in Maine, shows that the funds of Bates should be increased as soon as may be practicable from the present \$600,000 to \$1,000,000.

"But, gentlemen, she appears before you to-day to urge none of these imperative needs. She comes to the State to ask from her the grant of a great and indispensable utility. The very needs of Bates have forced upon her uneconomic methods. Each of her buildings is dependent, with one exception, upon a separate heating plant. The result is the expenditure of some \$4,000 annually more than the amount that would be required had the College a central heating system. An appropriation of \$45,000 from the State will ensure a saving to Bates, even under existing conditions, of the income at five per cent. of \$80,000. And, in addition, it will afford comfort, convenience, cleanliness, and efficiency which words and figures utterly fail to represent. Were the College seeking some ornament, some combination of architectural beauties and graces, it might, perhaps, add another appeal to those which it is now making to individual benevolence. But it is a plain, homely utility that we are bringing to your attention, a need that does not appeal to individuals,—and yet, our greatest need.

"Gentlemen, I am making this appeal in behalf of the State of Maine herself, as personated in her 322 earnest and choice sons and daughters who are finding in Bates their only hope for a college home. With this statement I pause for the present. I shall have other considerations to present to you after you have listened to a Bates graduate who will show you what her College means to the young women of Maine and through them to the State itself."

President Chase was followed by Mrs. Emma Clark Rand, Bates '81, who spoke in substance as follows:

Mr. Chairman and Gentlemen of the Education Committee:

"As a representative of Bates College and especially as a representative of the women of Bates College, I wish to say a few words in behalf of our Alma Mater and to present a few reasons why we believe it would be in accordance with true statesmanship for you to grant this appropriation. We recognize the fact that you hold a sacred position of trust, that as members of this important committee you have the double task of guarding as well as of expending the people's money; money that, we know, comes not alone from wealthy corporations and large interests, but from every little home and industry in the state. It is the money of the people, won by hard, self-denying toil and every dollar represents the life of the people.

"So we feel, as you must, that the man or the institution that would ask for one dollar of that money save as it is needed and used for the betterment of the people, is neither honest nor patriotic.

"Why, then, do we have the confidence to come to you? Because, as President Chase has said, we represent the people, the common people of our State. Because Bates College is doing a great work for the people of Maine which warrants consideration; and I state a literal fact when I say there is no home in our commonwealth, however humble, that is reached by the tax-collector that is not in direct line to be benefited by any appropriation that shall be made to our college. You would be returning to the people their own.

"Does this seem to you an exaggeration? Not in the least. We are constantly receiving into our college young men and young women from every county in our State who come to us from the humblest homes and quite empty-handed, but who go from our college equipped to bear an honorable part in the world's work.

"I tell this, not because we take pride in poverty. There is nothing in poverty to be proud of save when it is deliberately chosen as a condition of service, or as the price of righteousness. But we have had great and illustrious examples in our nation's history which prove that from the common people may come the greatest if the conditions of life are not too crushing; and I believe you may accept as a test principle this statement that the condition of the common people more truly than anything else attests the strength or the weakness of a nation or a state.

"So it is a matter of pride that when Bates College was founded she deliberately chose as her mission to minister to the common people.

"There were then, there are now, chances enough for the young man of wealth; but at that time for the poor young man of Maine to get a college education was a different proposition, while for many years after Bates opened her doors to women there was no other college on the whole Atlantic seaboard for young women of humble means. We have, of course, among our students, more or less from families well to do, occasionally some from families of wealth, but the policy chosen in the beginning still holds good, the college seeks to serve the common people; and I have often heard our most successful graduates plead that it might be kept a place where poor young men could come without a sense of inferiority. By pursuing this policy, with very little help from the State, Bates has rendered a service which has been worth to the State in dollars and cents more than a hundred fold the gift she now asks.

"But I want to speak especially of the work which Bates has done and is still doing for the young women of Maine, for in this she has performed a notable service for the State.

"She is the one college in Maine which from the first has recognized the value of college training for women and sought to make provision for

it. She has educated more Maine women than all the other colleges of our State together, and she is to-day educating more Maine girls than any other college of our State. What does this signify? Simply this, that during the past generation we have been entering upon a new era in the life of women and that if it had not been for Bates College, the daughters of Maine would have been quite unprepared for the new conditions of life.

"So much is said in jest about the new woman that a large part of the people do not understand the real issue. Simply and briefly stated the facts are these. The industrial conditions in our country have completely changed. The majority of women, as well as of men, must earn their living and must go outside of the home to earn it. Two alternatives confront them. If untaught, untrained, unskilled, then the work and the pay and the conditions of the common laborer. If educated, trained, skilled—then positions as teachers and leaders. To Bates College more than to all else Maine owes it that her own daughters are filling positions of honor and not giving place to young women from more favored states. Now, this should win not only just praise and fame, it should also win money and support. Why? For manifold reasons. I will not attempt to name them all, for it would take, not as President Chase says, until sunset but until sunrise. But I would like to call your attention to a few of the most important. First, there are chivalrous reasons. Then there are financial reasons. Then again there are reasons of vast import which concern the position and influence of Maine in the councils of the nation and of the world. While yet again there are ethical reasons—reasons which affect the homes and the individuals, which determine the kind of men and women that Maine is to produce and send out into the world. Let me speak of these a little more at length. The moment we step outside the home, life is harder for a woman than for a man. She has less physical strength, she earns much less money, while it costs her more to live. It is going to be a great problem of our civilization, if not the great problem, to keep women strong and happy, fit to be the mothers of a strong, intelligent and virile race; and an institution like Bates College that has had the foresight to see this problem and devote her energies to solving it should have the strong support of every man who has a wife or a daughter or who cherishes in his heart the memory of his mother.

"But let us turn to the financial reasons which are so clear and forcible, that given sufficient time we could present them to you in exact figures as mathematical proofs. It is of course the same argument that applies to the young men.

"Now, please reckon a little while I talk. Bates College is educating every year hundreds of Maine's sons and daughters at scarcely any

expense to the State, the money, for the most part, as President Chase tells you, coming from outside the State. These young men and women are from the common people, mostly from the families of small farmers where the wage-earning capacity is that of the common laborer. There are no "favorite son's" positions awaiting them. For four years Bates College is giving them the best of academic training, while the pressure for money is forcing upon them industrial training at the same time—that is, they have to work with both their hands and heads. In many cases, you might say they are both in college and in business. By this training their own wage-earning capacity is vastly increased and they are enabled to so deal with the economic questions of the State as to vastly increase the value of her resources and the wage earning capacity of her uneducated citizens.

"Reckoned on a cash basis alone, it would seem to be good statesmanship to keep up the efficiency of such an institution, simply to increase the State's revenues!

"But you cannot develop a civilization or build up a state on money considerations alone. There must be a broader foundation and our State is facing a condition that calls not only for financiers, but educators and men and women of broad outlook.

"Maine is perhaps rightly called the playground of America. What does this mean? It means that wealthy people come here for several months of the year for recreation and sport. Your legislators are constantly making laws and devising plans for preserving the game and fish and natural attractions of the State so that these visitors may come in even increasing numbers. A wise policy, without doubt.

"But, Mr. Chairman and gentlemen, there is another side which we do not hear discussed. If legislation and effort stop here, does it never occur to you that it might prove a questionable policy? Indeed, I do assure you it would prove a most disastrous policy.

"Playgrounds naturally bring with them playground manners and playground morals and we should find this double effect—habits of extravagance in place of thrift among our people, while the daughters of Maine would become the cooks and servants of the nation! It is only as this inflowing money can be made a means whereby her sons and daughters can climb that our State is really benefited.

"This Bates College makes possible and I am speaking within the bounds of fact when I say that among our higher institutions, Bates has practically stood alone in this work and merits from the State consideration which no other institution can claim.

"I wish you could take a catalogue of our college and reading over the names of our young women, have the Dean tell you as she told me only last Tuesday evening the stories of their struggles for an education. I talked with her not because I did not understand conditions, but because I wanted to be sure that I should make no mis-statement to you as to the actual facts to-day.

"The most of our young women come from farms; very many from families where they can receive no help, and several of them from families where they must turn around and help the home.

"One young woman has for three years gone back and forth from college to her home where she must carry a heavy share of its burdens. During this time her father, long invalided, has died and her mother has fallen ill. Naturally, the girl must deny herself all social pleasures, but she ranks high in scholarship, in character and in influence. Of another one, who has worked her board in the family of one of my friends, the Dean says, "she is the most remarkable young woman in Maine! She has worked summers, vacations and holidays, and her great desire has been to have one year in the dormitory, but has had to give it up. That young woman will be heard from!" One girl who graduated recently taught somewhat winters, waited at Poland Spring summers, clerked in a store Saturdays and holidays, made the most of her own clothes—and she dressed very prettily—won a scholarship prize and also prizes for poems and stories. Think what she must be worth to the Maine town where she is now teaching! These are but examples. A great many of our young women teach winters and a very large per cent. work in summer hotels as waitresses. That is what I meant by using the wealth brought by summer visitors as an opportunity for climbing. President Roosevelt would be encouraged, I am sure, were he to visit our college and see how many students come from large families where there are six, eight or ten children. Sometimes there are two or three sisters in college at the same time. There are at present three sisters from a family of ten children, all of whom are working and striving for an education. It is especially beautiful when we see the oldest of a family start out with the express purpose of helping the rest along. I remember one little girl, years ago, the oldest of a large family, whose sole ambition was to get where she could help her younger brothers and sisters. How she did work! Professor Rand used to tell her he was afraid she was attempting too much—and at last she did break down under the summer work.

"But, strange to say, most of our girls look remarkably healthy and happy.

"I asked our Dean, who comes from Illinois and knows the girls from different sections of our country as well as those in Europe, how they compare intellectually with wealthy girls who have had greater opportunities socially. 'Oh,' she said, 'they are brighter intellectually and they have better judgment. In looks, too, they compare favorably.' I have known Bates girls intimately through all her years, known their struggles and successes and yet it always thrills me when I think of them and I hope the time will never come when such heroic effort for attaining the highest will cease to move me.

"There is no question that, hidden away in the country towns of Maine, there yet remains much of the old New England stock that set its stamp upon our nation. These girls prove that the stock has not weakened.

"Now, in this study, go with me a step further, till we complete the circle of this powerful influence that Bates is exerting.

"Maine is, as we have seen, and will be for years to come, a State where country life will be far in excess of city life. There are a few fair-sized cities, widely separated, many lovely villages scattered here and there, but wide expanses of country. Not many years ago we were all reading and studying the problem of the city as presented to us by some of our most vivid writers and speakers. Slowly the nation has been awakening to the fact that the country, too, has its problems and that only as they are solved can we hope to solve the problems of the city. President Roosevelt's comments on the report of the commission on country life which he sent to Congress last week are valuable reading. Among other things he said 'The strengthening of the country life is the strengthening of the whole nation,' and again, 'Neither society nor government can do much for country life unless there is voluntary response in the personal ideals of the men and women who live in the country. In the development of character the home should be more important than the school, or than society at large.'

"Now, to bring about this ideal condition in the country homes and country life of our State is the logical result of the work that Bates College is doing for Maine girls. First, the homes from which they come cannot help responding to the broadening and inspiring influences of the new life. Then nearly all the young women who graduate from Bates become teachers, many eventually become wives and mothers. Think what their influence for culture must be in the country places where they live. They not only have high ideals to present, but they are prepared to show the young people how to attain their ideals; to teach them the joy of present struggle and deprivation for greater future good,—to give them a just estimate of relative values and where to put the emphasis in life.

Alice Freeman Palmer, that brilliant president of Wellesley College, whose career is said to be unequalled by that of any other American woman came from a simple country home. Her parents were deeply religious and her mother and grandmother had taught a little in their youth, but her home was on a farm and was doubtless very much like many in our own State. Now, I do not expect to see many Alice Freeman Palmers rise up in Maine, as I do not expect to see many Abraham Lincolns, but I do expect if we keep the ideals true, to see many who will follow in her steps.

"But our College is doing even more. Through this great work for young women and young men she is directly strengthening your own work here in the Legislature. She is creating an intelligent public sentiment to which you may intelligently appeal, for law making is useless unless you have an intelligent response from the people. Abraham Lincoln, in his great debate with Douglas, uttered these truths: 'Public sentiment is everything, with public sentiment nothing can fail; without it, nothing can succeed. Consequently, he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed.'

"Education costs, but there is nothing that costs like ignorance, the mother of crime.

"In view of the fact that Bates is setting in operation such mighty forces for the upbuilding of the State; in view of the fact that her President has through many years of service proved himself able to administer her affairs wisely and to win to her many friends and supporters, does it seem the part of wisdom or economy to say to him now in this case of especial need, 'Turn aside from your great work, absorb your time, exhaust your strength, harass your mind over this piece of machinery which mere money could buy!' King Pharaoh compelled those wonderful old Israelites down in Egypt to make bricks and that, too, without straw. But England, France, Germany and America, the most enlightened nations of modern times, have said to their descendants, 'Serve us as statesmen, as bankers, as musicians!' Surely a democracy can do nothing wiser than to see that every man has an opportunity to render his best service to the public.

"But I do not wish to weary you, neither do I wish to assume that you are, like stones or clods, to be beaten into acquiescence. I know that our cause is your cause and that both you and Bates College have a common interest and a common desire to best serve the State.

"I thank you, Mr. Chairman and gentlemen of the committee, for your courtesy in hearing me. And will you let me leave with you as good food

for thought the words of a wise old king who in his day and generation built up a kingdom of such wealth as to surpass all rivals; a kingdom in which silver was thought nothing of and gold was common? Now this King Solomon, whose very name is a synonym of luxury, said: "There is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty."

Addresses were given, after Mrs. Rand's appeal, by Hon. W. H. Judkins, of Lewiston, and Hon. Peter C. Keegan, of Van Buren, both in favor of the appropriation.

"Mrs. Rand has shown you how close and intimate are the relations between Bates and her students, and through them, how near she comes to the people of Maine. But could you actually share in the life of our College, you would get an impression of the nearness of Bates to those whom it is her delight to serve far more effective than can be conveyed by even the most eloquent words. You could really appreciate what Bates is to her students, and to you, only by seeing her work at close range. Could you sit with me, on almost any day in the college year, for an hour in my office or in my house, and with me listen to the hopes and plans and discouragements of our young men and our young women, you would better understand why so many of them have found in Bates their college home. The deepest, the most earnest, and the constant purpose of each member of our Faculty is to be helpful to these self-reliant, aspiring, and struggling students. You have been told how much Bates College means to many of the most eager and promising of the young women of our State. It would be easy to show you that she means quite as much to many of the choicest, most gifted, and noblest of her young men. One every-day problem at Bates is the problem of helping students to self help. Why, last year, young men at Bates College were engaged during the college year in more than sixty worthy and honorable ways of finding the means to pursue their college course. I will not detain you with particulars. One of our most manly fellows has just returned after an absence of a few weeks from drawing to the river on their way to the mills, the logs that he had spent his vacation in cutting. And these young men and young women value the hard earned and painfully saved dollars that hand and brain have so diligently wrought to secure. Why, one of our young men, after boarding himself at a cost of less than seventy-five cents per week during a college year, walked all the way to his home, a distance of more than seventy miles, and counted it a joy thus to save for his high purpose the money that would have been paid for his railway ticket.

"Do you ask what becomes of these graduates of Bates? There are hundreds of them in distant and remote fields of effort, adding to the name

and fame of their native State. Just before I came to this hearing, I received a communication from one who presides over one of the great and growing educational institutions of the far West, the University of Colorado. A little before, I had heard of one of our recent graduates as filling an important position in the great University of California, and only the other day I learned casually of the responsible position occupied by another, one of our young women, in the University of Oregon. From two of the most honored institutions of Illinois, the one a foremost college and the other a great University of that State, with its five thousand students, each of them presiding over important departments, I have recently received tokens of their loyalty to the college that is now asking your kindly recognition. But I pass by the distinguished services rendered to the cause of education by graduates of Bates in all parts of our Union. I pass by their signal and often heroic work for the highest interests of our country and of mankind in the many callings and professions that engage the powers of earnest men, and I ask you to try for a moment to estimate, if you can, the value to Maine of the more than 400 Bates men and women that remain in their old home State. For some reason, a larger number relatively of Bates graduates than of the alumni of other institutions spend their life energies in promoting the welfare of Maine. I might tell you how Bates is represented upon the Supreme Bench of our State. I might remind you that her sons have presided over each of the Houses of our Legislature. I might speak of the chairman of the Commission upon Taxation, whose painstaking and exhaustive report is now absorbing the attention of the Legislators of the State. I might refer to Bates men whose voices are potent in directing legislative action during this very session. I might speak of men present who have been trusted counsellors of the Governor of our State. I might show you how a Bates graduate has given proof of the courage, the conscience, and the conviction that have compelled respect for that much discussed and not infrequently hated group of men known as the Sturgis Commission. I might tell you of attorneys who gained at Bates that skill in argument, that power in persuasion, that command the attention both of judges and of jurors. I might repeat to you the names of Bates men who have brought lustre to the Medical Profession. I might tell you of the scores of earnest and able ministers who nourished at Bates their high purpose to serve their fellow-men. But I omit all mention of these many exemplars of purpose and achievement in the various occupations through which priceless service may be rendered in the more conspicuous walks of life. I speak only of Bates teachers in Maine; and here, as in her self-denying work for the courageous and struggling young men and young women

whose burdens she delights to share, her service is pre-eminent. All concede that no other college in Maine has contributed to public education in our State in equal degree with Bates. Beginning with northern Aroostook, and tracing the way to southern York, you will find Bates graduates, beyond any other college men and women, occupying the difficult and responsible positions of educators.

"Gentlemen, you are charged with the special, the sacred responsibility of making sure that the fundamental article in the Constitution of our State, under whose authority and direction you are at this moment conducting this very hearing, shall be made vital and effective. The Constitution declares that 'a general diffusion of the advantages of education is essential to the preservation of the rights and liberties of the people.' Tell me, if you can, how you can better promote the general diffusion of the advantages of education than by giving, in time of urgent need, aid not to be expected from any other source, to that institution in Maine which is, by common consent, the teacher of teachers, the institution that is steadily and in full stream imparting her own life to the lives and characters of your future citizens, your men of affairs, your leaders.

"And permit me, gentlemen, before I close, to remind you that we are asking only an adequate and necessary amount for the worthy accomplishment of the result for which we are seeking your aid. We trust that Bates College does not and will not adopt the method attributed to some merchants. We cannot make a sliding scale of estimates. We have no bottom cost that we are holding in reserve. We need the entire \$45,000 for which we ask. We cannot go from you to wealthy men and women and say, 'Will you not make up to us the necessary amount that the State of Maine failed to give?' I should be ashamed to do that and you would be ashamed to have me. You will not ask me thus to discredit you, nor could I hope for success in such an attempt.

"You have seen how thoroughly Bates College represents the State of Maine, how the life of the College is a part of the common life of Maine. Every county in our State is sending to her some of its choicest young men and young women. Every theological creed is represented among her students,—every shade of our multiform Protestant beliefs, the great Catholic church, and even the ancient Hebrew religion. And we are absolutely unsectarian. No discrimination is made in favor of one belief as against another.

"We are asking you not so much to aid Bates College as to care for your own highest interests. In the forty-four years since Bates received her charter (now nearly forty-five), she has received from the treasury of the State \$30,000. She presents to the people of Maine a million dollars

gathered by toil and sacrifice and freely offered to all who can appreciate college opportunities. Why, in a single year we are giving the people of Maine, in excess of what we receive in tuition, fully \$25,000. During the next two years we shall give to them more than the amount for which we ask in this appropriation. Never yet has an earnest, worthy and promising young man been compelled from lack of means to pay our small tuition fee, to say good-bye to his college. In the years to come, we will return to you, for all your gifts, a hundred fold even in material wealth; and more than a hundred fold in character, enterprise, and honor.

"You can safely place in the hands of our Trustees the amount that we ask. They are men well known by their fellow-citizens. Two of them are members of your Supreme Bench. All of them have been well tested in character, devotion, and wisdom. I have no slightest doubt that you will be faithful to your trust, to the great responsibility placed directly upon you by the organic law of our State."

Courses in Biblical Literature

An important change in the direction of simplifying the organization and at the same time enlarging and enriching the courses offered in the College has been made during 1908. A brief statement of the conditions preceding these changes will be of interest.

In 1870 when the College was but six years of age, and was struggling in poverty for recognition, and even for its existence, a theological department was opened, which for eighteen subsequent years was known as Bates Theological Seminary, and thereafter as Cobb Divinity School. This department, while newly opened by the College, was the historical continuation of a school of theology, which had been founded by Free Baptists at Parsonsfield, Maine, in 1840, in connection with Parsonsfield Seminary, had thence been removed to Dracut, Mass., and by successive stages to Whitestown, N. Y., and New Hampton, N. H., at Whitestown being associated with Whitestown Seminary; and at New Hampton, with the New Hampton Literary Institution. In 1870 the Free Baptists, proposing to remove their New England theological seminary to a more central location, had in view sites in Massachusetts and Rhode Island, and at one time were practically agreed upon a location in Haverhill, Mass. Under the sagacious leadership of President Cheney, the unsettled theological seminary and the weak and struggling College were brought together, each to help the other, both in common, in one place and under one management, to receive the undivided support of all Eastern Free Baptists.

It was an heroic act for a young institution, struggling as Bates College then was, to assume the burdens of a theological school, furnishing a building and a separate corps of professors for a group of students, never large in numbers, and always to receive gratuitous tuition, yet at the same time the new policy was justified by the combination of funds, the concentration of interest, and the cultivation of closer sympathy with, and larger service for, the churches, in whose interests chiefly the College had been founded.

In the fall of 1870 the new department was opened. Rev. John Fullerton, D.D., coming from New Hampton, continued services long given to the Free Baptist seminary and maintained unbroken the traditions of continuity. Rev. James A. Howe, D.D., of Rhode Island, was called to the Faculty. The services of Professor Benjamin F. Hayes, D.D., already a member of the College Faculty, were divided between the College and the

new department; and Thomas Hill Rich, from Bangor Theological Seminary, was invited to the chair of Hebrew and Old Testament Interpretation. In the course of time, as Dr. Fullonton, heavy with years, needed relief from work, Rev. Alfred Williams Anthony was elected to a chair, and subsequently, on the death of Professor Rich, Professor Herbert R. Purinton was elected to fill the vacancy thus created, and later Professor Shirley J. Case, Ph.D., succeeded Professor Hayes. These were all able men who did noble work.



Roger Williams Hall

Cobb Divinity School, so named in 1888 in honor of Hon. J. L. H. Cobb of Lewiston, after these thirty-eight years of continued existence as a department of the College, was discontinued in 1908.

This was a radical step. Among the reasons justifying the step are the following: In the theological world great changes have been taking place; sectarian prejudices have in large measure disappeared; young men, fitting for the ministry, now seek seminaries with less reference to denominational connection than formerly, the chief considerations in their

minds being, "Is the seminary located in one of the centers of population, where I can now observe the social problems of the day, and practical demonstration of attempts at their solution? Has the Seminary a large library, and is it near still larger libraries? Has it a missionary museum and an equipment for the study of Comparative Religion? Will it afford me opportunities to hear the most eminent preachers and lecturers?" These and similar inquiries, actually put by the prospective minister, find their satisfactory answer in most instances only in the large seminaries, now developing as great theological universities, in or near the larger cities of our country. After four years of college training in a city the size of Lewiston, the theological student naturally desires a change of scene for his further education; and, if graduates of Bates cannot reasonably be obtained as students in the theological department, graduates from other colleges can scarcely be expected to pass by older and more richly endowed seminaries in larger cities and come so far to the East; while, if the school were maintained solely for men who have not had the advantages of a College course, experience has proved that institutions of widely different grades and purposes can better be conducted apart than together upon the same campus and under the same governing board.

These conditions were recognized and in consequence when the term opened in the fall of 1908, Cobb Divinity School, as a department of the College, was discontinued. Professors Anthony and Purinton were transferred to the College proper; and their courses of study, somewhat altered to meet College needs, were incorporated among the curricula of the college. With this rich addition to the College courses, some statements as to these men and their subjects should be made.

Professor Alfred Williams Anthony, a native of Providence, R. I., is a graduate of Brown University. He pursued his theological studies in Cobb Divinity School, and then for three years served as pastor of the Essex Street Free Baptist Church, Bangor, Maine. In 1887 he was elected to the chair of New Testament Exegesis and Criticism in Cobb Divinity School. For one year he continued in the Bangor pastorate; then for nearly two years and a half he was a student abroad, spending two full years as a student in Berlin University, Germany. Since 1890 he has been in active work in his professorship in Lewiston. As a preacher and lecturer Professor Anthony is in constant demand. He is also called upon for many public services. For ten years past he has been a Trustee of the Maine Industrial School for Girls; for two years he has been one of the Commissioners, appointed by the Governor, to investigate the advisability of creating a State Board of Charities and Correction. Since its organization in 1891, he has been a member of the Interdenominational Commission of Maine,

and as Secretary has been the author of many of its documents as well as of many of its plans. He is at present a member of the Executive Committee of the Federal Council of Churches of Christ in America; Director, for Maine, of the Religious Education Association; President of the Board of Trustees of Storer College at Harper's Ferry, West Virginia; a member of the Conference Board of the General Conference of Free Baptists; and chairman of the Committee of the General Conference of Free Baptists on Conference with other Christian People, a committee charged now with the responsible task of negotiating union between the Free Baptist and Baptist denominations.

As an author, Professor Anthony is favorably known. His "An Introduction to the Life of Jesus" is used as a text-book in some seminaries; and his "The Method of Jesus" has been warmly commended as a sympathetic, yet conservative, statement of the newer theology. He has edited "Preachers and Preaching," and "New Wine Skins; Present Day Problems," besides writing several important pamphlets, and making contributions to many of the leading periodicals. In 1902 Bates College conferred upon him the degree of Doctor of Divinity, and in 1908 Brown University gave him the same degree.

Professor Herbert Ronelle Purinton, a native of Richmond, Maine, graduated from Colby College, studied one year in Newton Theological Institution, and then two years in Cobb Divinity School; and after graduation pursued special studies in Chicago University. He employs the methods of the late President Harper and is very successful as a teacher. His services are in frequent requisition as preacher and lecturer in various parts of the State. Well read, scholarly, broad and quick of sympathy, he is an ideal friend for young people. He is conversant not only with the Hebrew and its cognate languages, the Aramaic and Arabic; but also with the explorations, excavations and discoveries which in these later years have illuminated so abundantly the history, the languages, and the literature of the Bible and its scenes. In 1907 Hillsdale College conferred upon Professor Purinton the degree of Doctor of Divinity.

The new courses in the College offered by Professor Anthony are ten in number, and by Professor Purinton eleven, and cover broadly nearly the whole field of Biblical Literature. The Bible as a whole, both the Old Testament and the New Testament, is studied from the literary point of view. Specific courses relate to the Beginnings of Civilization, at the very dawn of human history in Babylonia and Egypt; the History of Israel; and the Beginnings of Christianity. Such courses are closely related to the universal history of human society. Courses in Hebrew Prophecy, the Hebrew Books of Wisdom, the Psalms, the Hebrew Language, and Biblical Aramaic

are also given. Relating to Christian Literature and History more specifically, courses are offered in the history of the English Bible, the History of New Testament Texts, their Preservation and Restoration; literary and ethical studies of the separate books of the New Testament; the Life of Jesus; the Life of Paul; and the teaching of Jesus.

These various subjects are studied with two purposes in view:

1. For the sake of personal culture. Instruction is imparted in the careful and exact method of modern science, and yet with a recognition of inspirational power in these masterpieces of literature. These courses assume that no man is well educated and symmetrically developed who has no acquaintance with the Bible, both Old and New Testament, and its history and teaching.

2. For the sake of professional training. The College offers courses in Chemistry and Biology which the candidate for medicine may take and thereby save a year's time in his subsequent course in the Medical School. In a similar manner these Biblical courses have a technical and professional value. By taking them freely the young man fitting for the ministry may save a year in his professional training. The subjects and the method of treatment will be accepted as the equivalent of the first year's work in the best theological seminaries of our country.

It is a rare privilege which the students of Bates College have in being permitted to pursue these important and attractive subjects under the guidance and instruction of men so qualified by natural gifts, by specialized study, and by experience, for the positions which they hold; and by these courses the College is prepared to render an important service to the Christian Church of every name and to a cultured and humanized society.

A Bates Educator

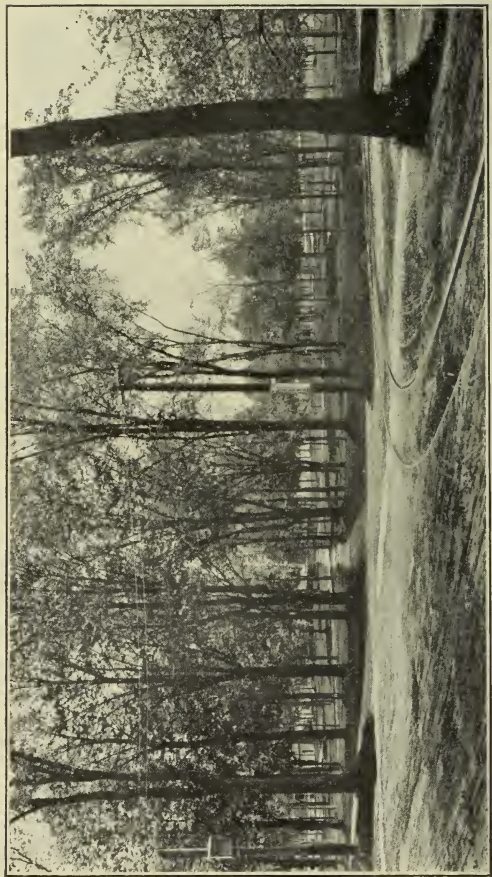
When James Hutchins Baker entered Bates College in August, 1869, he found an institution six years old with a record of twenty graduates and of seventy-seven students, including the members of his own class. There was one woman in College and one had just graduated. The Faculty consisted of the President and four Professors. All of the courses of study were prescribed. The curriculum was of the stereotyped kind then prevailing in the colleges of New England. Every student was required to take two years of Mathematics, five terms of Latin, four terms of Greek, one year of French, one year of German, one and one-half terms of Chemistry, two terms of Physics, one of Geology, one of Botany, a half term of Zoology, one term of Astronomy, one of Political Economy, three terms of Mental Philosophy (Psychology), one term of Rhetoric and one of English Literature, one of Moral Philosophy and one in Butler's Analogy. Every student knew just what he must do to secure his A.B. There were no alternatives. The range of study in particular subjects was, with the exception of Mathematics, necessarily limited. But the work required was thorough, and gave at least a bird's-eye view of the field of learning cultivated at that time. In the above statement History is not included; but considerable work in the History of Greece and of Rome was read in connection with the study of the Ancient Classics. There was, in addition to the rather meagre list above given, a kind of college work for which Bates has always been famous. Every member of the Sophomore Class and of the Freshman Class was required to speak in a public declamation exercise; and the same classes selected six of their number to participate in a debate held each term. There was also one public declamation exercise for the Junior Class. The prize awarded to the successful contestant in each of these exercises was \$10. These prescribed declamations and discussions were far from exhausting the opportunities offered by the young College for improvement in public speaking. The two literary societies, Polymnia and Eurosophia, called out on Friday evening every student in the institution, and a vigorous debate was always the chief feature in the program.

The material equipment of the College in which Mr. Baker had centered his hopes was even more scanty than the intellectual. His professors were scholarly men of high ideals, and of quick sympathy with those under their instruction. But the facilities afforded them for conducting their work were but little more ample than the famous log which Garfield pronounced adequate for a College student, if only the boy were on

one side of it and Mark Hopkins on the other. Parker Hall and Hathorn Hall were the only buildings in use, and that large portion of the second floor of Hathorn Hall now occupied by the Chapel was unfinished. There was, indeed, one other building. The Annual Catalogue of Baker's time stated in a single line that, by a vote of the Corporation, a Gymnasium had been erected. This building was, however, at that time untenanted either by students or teacher. The Campus itself, smaller by twenty acres than now, had not wholly been cleared of stumps, and the luxuriant trees, now so beautiful, were then mere saplings.

Such was the College and such the surroundings that greeted the young Freshman intent upon intellectual development. The appearance of Baker himself was not out of harmony with that of his College. Six feet in height, lank, and decidedly Lincolnian in form and bearing, the young man was mature in purpose and knew what he was seeking. He was of the old New England stock, and his ancestors on both sides had been patriots in the Revolution. A farmer's son, and bred to the toils and hardships of an infertile New England farm in the hill country, he had learned self-mastery and was earnest in the consciousness of a great purpose to be gained against whatever odds. He at once gave proof of the best mental calibre, and in a class numbering several decidedly intellectual fellows made himself felt as student, thinker, and debater. In debate, especially, he quickly came to the front; and no period in the history of his College has been more remarkable for the vigor and excellence of its forensic contests than the four years comprising Baker's student life. Interest in debating reached a climax when at the close of one College year, Baker and Dennett were arrayed against each other in the discussion of the question whether England or the United States should be accorded the higher place among nations. It is interesting to note that Isaac Chase Dennett afterwards became Professor of Greek in the University of which James Hutchins Baker has been for many years the distinguished President. It is also worth noting that another fellow-student of Baker, though not a classmate, has for a period even longer been the head of the Department of English in the same University. These facts indicate that the power of the crude young College to develop and inspire its students was not measured by its material resources.

Like most Bates students that have gained eminence in actual life, Baker early tried his "prentice hand" at teaching. From the first he was master of any situation in which he was placed. During the winter vacations, then eight weeks in length, he was in charge of some school that tested to the utmost his powers both as disciplinarian and instructor. Even in his College days he showed that rare administrative ability which



View of Campus From College Street

has characterized him as president of a great University. It was a constant problem with him during his four years in College "to make the ends meet." No doubt the discipline has been of great advantage to him in solving those difficult problems in practical economics which have been brought to him in his responsible position as an educator.

Mr. Baker's reputation as a teacher had become so great that immediately after his graduation from College, in June, 1873, he was elected principal of the high school in Yarmouth, Me. His brilliant management of this school is still remembered in Yarmouth and in neighboring communities; and yet, it was certainly a most remarkable recognition that he received as a young man only two years out of College, when in 1875 he was invited to go to Colorado and to take charge of the Denver High School. His work here was formative and it has proved abiding in its results. His keen interest in educational problems, his clear conception of the demands of the time, his careful study of the best methods, his sympathy with the special needs of the rapidly developing city, his readiness to meet responsibility, his wisdom in shaping courses of study and in securing efficient allies in school work, soon placed him among the foremost educators and most influential men in a new and rapidly developing State.

Mr. Baker continued principal of the Denver High School for seventeen years and had the satisfaction of seeing the attendance increase from less than fifty to over seven hundred and his school occupying one of the most beautiful, substantial, and best equipped buildings of its kind in the United States. Moreover, it had become known as one of the best and most progressive in the country. Few students from the far West were at that time attending our Eastern Universities. And when President Eliot of Harvard sent Principal Baker a statement that a graduate of the latter's high school had given evidence of a preparation for college seldom equalled at that ancient University, the young educator received a new inspiration for his chosen life work. The receipt of this letter marked the beginning of an acquaintance between the two men that subsequently ripened into intimacy and that issued in joint efforts for the improvement of secondary education which may be said to have marked an epoch in the evolution of the public school system of the United States.

For Mr. Baker's devotion to his calling led to a rapid and growing recognition of his peculiar gifts. In 1880, he was elected President of the State Teachers' Association of Colorado; in 1886, he was made a member of the National Council of Education; and in 1891, was chosen President of "this, the highest educational council in this country." It was while holding this position that he originated the scheme which led to the report of

the National Committee of ten celebrated educators, including the President of Harvard. This report was published in 1893. It has probably had more influence upon the accepted aims and methods of secondary education than any similar paper ever prepared in the United States. It led to unlimited discussion and to a general modification of the curricula of the high schools of the land. To its influence must be traced the origin and publication of another important report, that of the Committee of Fifteen, a report that, in its turn, has led to marked changes in elementary school methods and results.

In 1907, Dr. Baker became President of the National Association of State Universities,—his fame as an educator and his reputation as an organizer and administrator of school work having led to his election in 1892 to the Presidency of the University of Colorado. It was in this year that his Alma Mater fitly recognized his rank as lecturer, educator, and author by conferring upon him the degree of LL.D.

For Dr. Baker has promoted the intellectual development of our country not only by his practical achievements in high official positions, but as a thinker, speaker, and writer. As a lecturer he has brought about vital and sympathetic relations between the secondary schools of Colorado and the State University. As a writer he has become widely known, not only by the numerous educational papers that he has published and by his thoughtful and inspiring baccalaureate addresses, but also by the publication of books that have gained for him many readers both in America and in England. His first published volume was an "Elementary Psychology" which was brought out in 1890, and was generally adopted as a text-book for high schools and academies. His "Education and Life," published by Longmans, Green & Co., shows that in our somewhat hard, utilitarian age, the author, while intensely practical in his spirit and aims, places his chief emphasis upon culture and character as the choicest, the indispensable, results of intellectual development. His latest book, published by the same firm, is entitled "American Problems." In the discussion of the great questions that are arresting the attention of the wisest and best of our countrymen, Dr. Baker proves himself a thorough, yet a reasonable optimist. All of his writings show that he is appreciative of the best alike in ancient and in modern thought. They give evidence of his familiarity with the great thinkers of all time, from Plato to Huxley. They are illustrated by ample and well chosen references to Art, Poetry, and Philosophy.

Dr. Baker, since his election to the Presidency of Colorado University, seventeen years ago, has naturally devoted his best energies to development of that institution. The results show that this graduate of Bates—

while she was yet in her infancy—takes rank among the great educators of our time. The University of Colorado is known in Europe as well as in America as a concrete embodiment of the best modern ideals of university organization, methods, and results. Its colleges and schools are the following: I. College of Liberal Arts. Courses leading to the degree B.A. II. College of Commerce. Course leading to the degree B.A. and special certificate. III. College of Education. Course leading to the degree B.A. and special certificate. IV. Graduate School. Leading to the degrees M.A. and Ph.D.; also M.S., C.E., E.E., M.E. V. College of Engineering. Civil Engineering leading to the degree B.S. (C.E.) Electrical Engineering, leading to the degree B.S. (E.E.). Mechanical Engineering, leading to the degree B. S. (M.E.). Chemical Engineering, leading to the degree B.S. (Ch.E.). VI. School of Medicine, leading to the degree M.D. VII. School of Law, leading to the degree LL.B. VIII. Summer School.

The attendance of University students, not including summer school students, is estimated at 1025. The University commands the generous support of Colorado and is evidently destined to become, in increasing degree, a centre of study, both undergraduate and graduate, for one of the most wealthy and progressive States in our Union. Under President Baker's guidance it will powerfully promote the prevalence of that "life in the spirit," to use Emerson's words, which will, we believe, rescue our people from that gross materialism to which some of our most earnest thinkers believe them to be tending, and will establish their leadership in the pursuit and the attainment of the choicest and best in human thought and experience.

The Department of Physics

The Department of Physics is arranging a dual system of courses, hoping thereby to meet the needs of students desiring a broad, cultural college course, and, also, give an adequate preparation to those students intending to pursue advanced work in Physics or Electrical Engineering in a technical school or university.

During the present year the number of Sophomores electing Physics has been so large that it was necessary to divide the class into two divisions. Both of these divisions covered practically the same ground. In 1909-10 the two divisions will be made on a different basis. One of the divisions will be more elementary than the other and will include those students who have not studied Physics in the High School. The second division will be somewhat more advanced and will be open to Sophomores who have already studied Physics to some extent or who have made a high grade in the Freshman Mathematics. This latter will be a prerequisite for all the other courses in Physics except the course in General Physical Laboratory. Both Sophomore courses will include lectures, recitations, and problems.

The course in General Physical Laboratory offered to Juniors will require the completion of seventy-five or more experiments in Physical Measurement, Mechanics and Heat, Electricity and Magnetism, and Light and Sound. Each student is expected to write a full report of each experiment he performs, plotting curves whenever possible. The laboratory is well provided with apparatus for this course.

A course in Electrical Engineering begins with the study of Direct Currents in the first term of the Junior year. The work will be made as practical as possible and will give the student a thorough preparation for advanced study in a post-graduate school. The subjects treated include the dynamo and its operation as a generator and as a motor, power losses in generators and motors, ratings and guarantees, storage batteries and boosters, electric distribution and wiring, photometry and electric lighting, and armature windings. Numerous practical problems on these subjects are an important part of the work. This is followed by a similar course in Alternating Currents beginning the third term Junior year and extending through the first term of the Senior year. Among the subjects treated are the alternator, alternating current measurements, harmonic electromotive force and current, the polyphase system, voltage and voltage regulation of alternators, the synchronous motor and operation of alternators in parallel, the conversion of alternating into direct current, the

transformer, the induction motor, the single-phase series motor, switchboards and appliances, and transmission lines. Together with these a collateral course in Electrical Laboratory is offered during the Junior year. Among the experiments included in this course are, the use of the Wheatstone and Carey-Foster bridges, the Potentiometer, the standardization of ammeters, voltmeters, and wattmeters, Rowland's method for testing the magnetic properties of iron, the comparison of capacities, etc. The laboratory is well equipped for this course and new apparatus is to be added in the near future. A course in Applied Mechanics beginning the second term of the Senior year, enables students taking the Electrical Engineering courses to obtain a good working knowledge of this cognate study.

A Senior course in Advanced Optics begins in the second term and includes laboratory work in spectrum analysis, the measurement of wave lengths, polarized light, etc. The recitation work is based on Wood's Physical Optics, Preston's Theory of Light, and other standard works. A first class optical bench has been added to the apparatus cabinet for the use of the students electing this course, and a spectrograph from the well-known firm of Hilger & Co. will be imported during the coming summer.

A course in Mechanical Drawing for Freshmen commences the second term. The work is designed to give the student a certain amount of skill in the use of instruments and is introductory to the other courses in this Department. This course is suited to the needs of students who intend to teach and who would find a knowledge of mechanical drawing and instruments of value in their work.

The first term of the Sophomore year students may elect an elementary course in Descriptive Geometry. This is of great assistance to anyone intending to take up drafting or any branch of engineering.

A course in pen and color topography is offered to those Sophomores who contemplate studying Civil Engineering, beginning the second term.

A comprehensive course in Machine Drawing for students intending to study Mechanical Engineering begins the second term of the Sophomore year and extends through the Junior year. The course includes the making of detail and assembly drawings from sketches, technical sketching, tracing, etc.

The Cost of an Education at Bates

Bates College prides herself on having made the higher education possible to young people of limited means. Hundreds of her graduates, now prominent in professional life, as Freshmen in college did not have money enough to meet the expenses of one year. The service that Bates has performed in the past, she is prepared more effectively to perform in the future. Year after year sees some new provision made for the help of her needy students, and year after year brings to her halls an increasing number of earnest men and women whose original capital is little more than native pluck and resolution.

The small expense of an education at Bates is due to a variety of causes. The actual cost of living is low; the college is generous in its distribution of aid; there are many opportunities for self-help; and the spirit of the institution rebukes extravagance and honors the simple life.

Necessary Expenses

The problem of getting good board at a reasonable rate is not a serious one to the Bates student. Almost anywhere in Lewiston board may be obtained for \$3.50 a week. The young women living in the dormitories pay as a rule, \$2.75 a week, although by a special arrangement about forty get plain but healthful food for very much less. The majority of the college men eat at clubs and pay from \$3.00 to \$3.50 a week. The largest club, run on the co-operative plan, under the direction of the college, is able to provide board for \$2.75 a week.

Room rent is a very small item in the year's expense. The young women are housed in three dormitories, modern in every respect. The rooms are adapted for two occupants. Though these rooms are tastefully furnished, heated by steam, and lighted by electricity, the total cost for each person is only seventy-five cents to one dollar per week. The men pay even less for their rooms. Many find comfortable homes at a small cost with private families in Lewiston and Auburn. To those who desire dormitory life, Parker and Roger Williams Halls offer excellent accommodations. The rooms are in suites consisting of study and bed-room. If two men live together, each pays for rent and steam heat \$15 to \$37.50 a year. Furniture may be bought cheaply from the previous occupants, and the cost of light divided between two is a trifle. The total charge for rent, light, heat, and furniture need not exceed \$30 a year.

Tuition (payable in three installments),	\$50.00 to \$50.00
Suites of rooms for young men, including heat (two in room),	\$15.00 to \$37.50
Board (37 weeks, from \$2.75 to \$3.50 per week),	\$101.75 to \$129.50
Lights, laundry, books, etc.,	\$20.00 to \$30.00
General expenses,	\$21.00 to \$27.00
Total,	\$207.75 to \$274.00

How Expenses May Be Reduced

It must not be supposed, however, that unless a man has \$200 he cannot undertake a year's study at Bates. There are many ways of reducing this cost. In the first place the college is generous in its distribution of scholarships and prizes. Any man who demonstrates his financial need and his moral earnestness is almost sure of some assistance from the college. The diligent student may lessen his expenses by winning prizes. These vary in value from \$6 to \$75 and are given for general scholarship, and for excellence in debating, declamation, and English composition.

Many opportunities for earning money are open to Bates students. The college itself can give some employment. Students may earn money by waiting on tables at the clubs, washing dishes, ringing the bell, assisting in the care of the buildings, working in the library and attending to other special duties as occasion arises. An employment bureau tries to find work for the students in the cities of Lewiston and Auburn. Some men get chances to serve as clerks in the stores during rush hours and on Saturdays; some get employment on the electric cars; some in offices; many obtain board and lodging at private homes by a few hours' work each day. Almost all can find some means of earning money during the vacation. Everyone who has been long identified with Bates can recall many men who have entered college almost penniless, and have triumphantly made their way through. The pastor of one of the largest Congregational churches in the country was one of these poor boys. Depending entirely on his own efforts, he worked in a Lewiston cotton mill in vacations, did such odd jobs as he could pick up, later in his course preached in country churches and taught school, and finally graduated not a cent in debt, and with ten dollars saved up toward beginning his career. A negro graduate of Bates, now principal of an important negro high school in the South, came to Lewiston from his Virginia home, a stranger and without money. He at once found opportunities to do rough work—house-cleaning, gardening and the like. Later he became janitor of one

of the city churches, while in his summer vacations he worked as a canvasser. He not only graduated from college free from debt, but during his course he contributed largely toward the expense of educating a younger brother. Every class has contained men who have worked their way with like success. At the present time the openings for such men are more numerous than ever before. The industrial growth of Lewiston and Auburn has brought many more chances for employment than existed twenty years ago; and the variety and remunerativeness of work for the



Fiske Reception Room

summer vacation are also far greater. The variety of occupations open to Bates men is indicated by the following list of employments actually pursued by Bates students during the last few years—some during term time and others in the vacations. Preaching, teaching, acting as salesmen in stores of various kinds, book-keeping, ticket-selling, farming, working in cotton and woolen factories and in lumber mills, reporting for newspapers, printing, conducting newspaper routes, hotel work of various kinds, cutting ice, canvassing of various sorts, taking orders for clothing, doing

library work, serving as conductors on cars, typewriting and stenography, house-painting, carpentering, blacksmithing, working in shoe shops, inspecting gas-meters, serving as stewards and proctors, tutoring, harvesting, market-gardening, lawn-mowing, tending furnaces, bell-ringing, acting as chauffeurs, working in the woods, cleaning windows, conducting general agencies, collecting and delivering laundry, steamboat work, acting as janitors for churches, serving in drug stores, doing service as monitors, filling temporary appointments as letter-carriers, soliciting life insurance, reading to invalids, superintending schools, surveying, sketching, organ-playing, soliciting contracts for telephone companies, packing sardines, draughting, acting as watchmen, running barber shops, assisting in gymnasium and in laboratories, and aiding the teachers of English and of Elocution in theme work and the preparation of students for public speaking.

While every college prides itself on having students who earn their own way, it is the distinctive glory of Bates that a much larger number of her students are of this class. It is recognized as a normal and expected thing that a Bates young man should plan to earn during his course the money for his expenses wholly or in part. Accordingly in all the college arrangements the needs of such students are constantly borne in mind. Particularly, the long winter vacation, once in vogue in all New England colleges, is still retained at Bates. The interval of nearly five weeks between the first and second college terms enables students who desire to teach a winter term of school to do so without missing more than a month or six weeks of college work. Every winter, nearly a hundred students are thus engaged in teaching. So successful have Bates men and women been in this field that requests for teachers are received from a great number of places and every worthy student who wishes to teach is almost sure of finding an opportunity.

Partly because so many of the students at Bates are earning their own way, but still more because of the purpose and spirit of the college itself, maintained steadily from the first, Bates is truly a democratic institution. She knows no social distinctions, no cliques. In the early days of Bates, her president was describing the character and aims of the college to the president of another institution. "We are aiming to make it a college where poor boys can get an education," he said. "But," rejoined the other, "we have poor boys in our institution, too." "And are they on the same social footing as the rich boys?" "Why no, of course not. The rich fellows go together, and the poor boys keep by themselves." Bates has remained true to the purpose with which she began.

Day of Prayer for Colleges

January twenty-eighth, the day of prayer for colleges, was observed this year as usual with appropriate religious exercises. The entire day was given over to the work of the religious associations, faculty and students uniting to make the day one of greatest spiritual inspiration. The services of the day were re-arranged this year in such a way that the regular preaching service took the place of the chapel exercises, instead of being held in the afternoon as has been the custom in the past. The Union Prayer service which has usually followed the chapel exercises was transferred to the afternoon, while the evening service was retained.

This year we were so fortunate as to have with us as speaker of the day, the Rev. William A. Knight of Allston, Massachusetts, author of "The Song of Our Syrian Guest." His morning address was on the "Straits of Messina in the Spiritual Life," an admirable discourse inspired by the terrible earthquake which recently devastated Southern Italy. He spoke briefly of Paul's connection with this region, with his stop at Reggio on his trip to Rome. He then gathered together the ancient legends which cluster so largely round this historic spot, presented them in a singularly vivid manner, and then proceeded to draw from them powerful lessons for our own present day life. At the last he made a strong appeal to the students to back up Jesus Christ.

The union service in the afternoon was held in the Y. M. C. A. room. This meeting under the leadership of Mr. Holmes was one of intense interest and power. In the evening Dr. Knight again addressed the students in the chapel, giving a clear and forceful exposition of Mark nine, fourteen to twenty-eight, in which he brought out most convincingly the intense reality and meaning of the Christian life.

Dr. Knight's addresses brought to all a new sense of responsibility, a fresh call to service, and a strong purpose to rededicate themselves to the work of Christ in the world. His message, aided by the prayerful preparation of the Christian Associations, introduced a new era of deep inspiration, enthusiasm, and sincerity, into the lives of many of the students.

Boston Alumni Association

The twenty-fifth annual banquet of the Boston Alumni was held in the Young's Hotel, Boston, on the evening of Feb. 19th. Seventy-nine members of the association and guests were present. Fred H. Nickerson, Supt. of Schools of Melrose, Mass., presided over the meeting and acted as toastmaster. The officers for the ensuing year are L. J. Brackett, '94, President; Carl E. Milliken, '97, Vice-President, and Richard B. Stanley, '97, Secretary. Prof. Anthony of the college, was the special guest of the evening and with him were Rev. Charles G. Ames, D.D., and Rev. Wm. A. Knight, Litt.D., both of whom received degrees from Bates. President Chase was absent for the first time since the banquets were inaugurated; a letter from him was read by the President and Prof. Anthony in his remarks spoke in his behalf. Prof. Anthony's address on the general subject of the college man as a pacificator particularly as to the sectional differences in our country, was a brilliant effort and was favorably commented upon by the Boston Press. A male quartette from the College was in attendance and their creditable performance added much to the success of the evening. The program was as follows:

Tribute to the Late Professor John H. Rand, '67	W. E. C. Rich
Address,	Professor A. W. Anthony
Bates Graduates as Teachers,	W. E. Ranger, '79
Bates Graduates in Law and Politics,	Scott Wilson, '92
Bates from a Woman's Standpoint,	Edith S. Blake, '99
Athletes at Bates,	Ralph L. Kendall, '06
Life at Bates in the Eighties	D. L. Whitmarsh, '84

The speaking was all of a high standard of excellence. Those present were unanimous in the expression that this was one of the most successful affairs that the Bates Alumni have conducted..

RICHARD B. STANLEY, Secretary.

The Stanton Club

The ninth annual banquet of the Stanton Club, composed of Bates graduates residing in Maine, was held at the Augusta House, Augusta, on Thursday evening, February 18, 1909, with a large attendance.

At a business meeting preceding the banquet the need and practicability of a complete file of accurate data of all Bates graduates was discussed and a committee appointed, consisting of Hon. O. B. Calson, '77, of Gardiner, Chairman; Mr. L. B. Costello, '98, of Lewiston; and Prof. J. Y. Stanton, to make active efforts, in connection with the College registrar, to complete such a file.

The following officers were elected for the ensuing year:

President, Albert S. Woodman, '87, Portland; Vice-President, Ralph I. Morse, '00, Belfast; Secretary-Treasurer, Lauren M. Sanborn, '92, South Portland.

Executive Committee—Carl E. Milliken, '97, Island Falls; Mrs. Ethel I. Pierce, '94, Lewiston; Dr. George P. Emmons, '82, Lewiston; L. B. Costello, '98, Lewiston; Mabel Winn, '97; Dr. R. E. Donnell, '84, Gardiner; A. P. Norton, '96, Augusta.

William L. Powers, '88, Principal of the High School at Houlton, President of the Stanton Club, presided at the banquet, with Professor Stanton and President Chase of the College, sitting at his right, and State Superintendent of Schools, Hon. Payson Smith, at his left.

After the banquet, Mr. Powers acted as toast-master introducing the post-prandial speakers: L. M. Sanborn, Esq., '92, Secretary and Treasurer of the Stanton Club; Hon. A. S. Littlefield, '87, of Rockland, Hon. Payson Smith of Auburn, who paid tribute to Bates as an important educational factor in the State of Maine; President Chase, who in a few apt remarks said that as every group of organized people everywhere had its watch-word to spur it on to higher endeavor, so Bates has her watch-word and the name "STANTON" shall be an inspiration long after the loved one who bears it has passed on.

It was an especial delight to have Professor Stanton present and all the guests rose to greet him as he was called upon to speak. In his characteristic, modest way, Prof. Stanton said he could not understand why the President had spoken of him as he had, and he thanked the Club for the privilege of being present.

It should be understood that all graduates of Bates College who live in Maine, or may be temporarily visiting in Maine, will be welcome to the meetings and the banquets of the Stanton Club.

MRS. GERTRUDE LIBBEY ANTHONY, '01.

The Connecticut Valley Bates Alumni Association

On the evening of December 17, 1908, the Connecticut Valley Bates Alumni Association was organized at the home of Dr. W. N. Thompson, '88, of Hartford. The formation of such an organization seems first to have been suggested by Rev. C. C. Lyon, of Hadlyme, Conn., who was for two years a member of the class of '91. To the fifty invitations sent out to the Bates graduates in Connecticut and western Massachusetts, nearly thirty responded and were present at Dr. Thompson's home.

After luncheon had been served, the company assembled in the parlors. The events leading to the gathering were related, and short addresses were given by Rev. C. C. Lyon, '91; F. P. Moulton, '74, Hartford; J. W. Huntington, '76, Northampton, Mass.; C. E. Brockway, '78, West Springfield; Rev. Roscoe Nelson, '87, Windsor, Conn.; President George C. Chase gave a warm and hearty address on matters relative to the College.

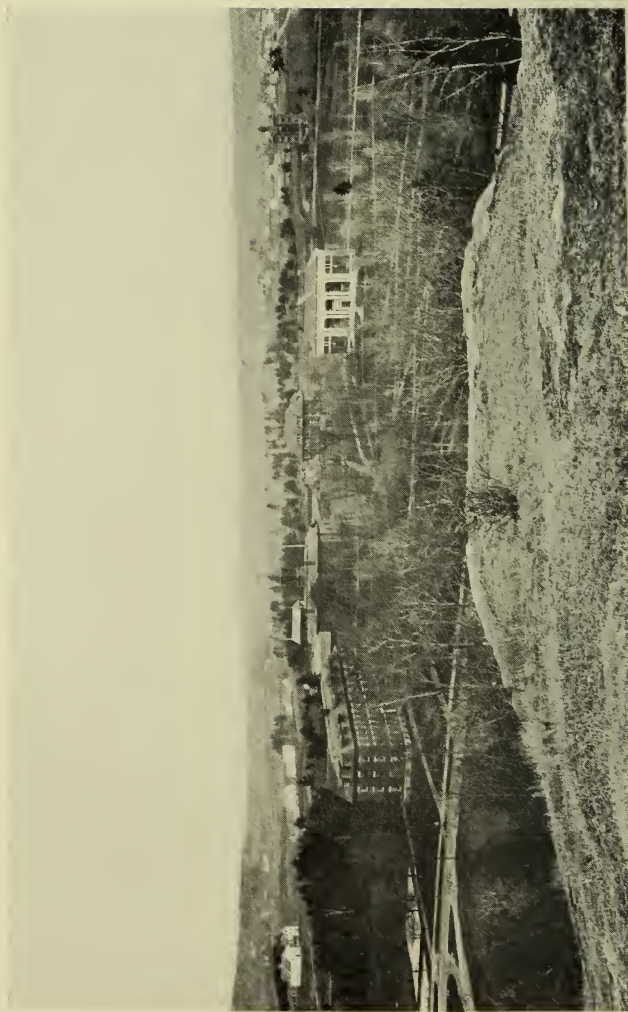
The following officers were elected: President, Giles A. Stuart, '77, New Britain, Conn.; Vice-President, Arthur P. Irving, '93, Springfield, Mass.; Secretary and Treasurer, Eugene B. Smith, '04, Hartford, Conn.; Executive Committee, Dr. W. N. Thompson, '88, Hartford, Conn.; Miss Ethel Vickery, '01, Springfield, Mass.; L. M. Tarr, '82, New Haven, Conn.; Miss Mary Lincoln, '05, Middletown, Conn.; Charles E. Brockway, '78, West Springfield, Mass.

The guests of the evening were President and Mrs. George C. Chase, Miss Isabel Corning, Professor and Mrs. R. G. Gettell, of Hartford, and Dr. H. C. Swan of Hartford.

The Association instructed the Secretary to communicate with Hon. W. Scott Libbey, of Lewiston, expressing their deep gratitude for all that he is now doing for the College in the erection of the new halls.

The Association is now happy in the prospect of having Prof. J. Y. Stanton as guest at their first annual banquet in April.

EUGENE B. SMITH, '04.



Bates Campus From Mount David

The Bates-Queens Debate

The second debate in the series of international contests between Queens University and Bates was held at Kingston, Ontario, Saturday, February 27, 1909. The arrangements for the debate had been completed late in January, and each team was allowed a little more than four weeks for preparation. Three questions, of which Bates was to choose one and the side, were submitted by Queens, and Bates chose the affirmative of the question, **Resolved**, That the Monroe Doctrine should no longer form a part of the foreign policy of the United States. In accordance with the Canadian custom, each institution was to be represented by two speakers. The time allotted to each was eighteen minutes for the main argument, and seven minutes for rebuttal, the affirmative opening the discussion and closing the debate. The men chosen to represent Bates were J. Murray Carroll, '09, and Peter I. Lawton, '10. They left Lewiston, Thursday, February 25th, on the longest trip yet taken by a Bates debating team, and arrived in Kingston, Ontario, at noon on the following day.

The debate was held on Saturday, at three o'clock in the afternoon, at Convention Hall, Queens University, J. H. Stead, M.A., President of the Alma Mater Society of Queens, acted as chairman. The Queens debaters were S. S. Cormack, '10, and R. M. MacTavish, '09. The judges were: Dean Bidwell, Rector of St. George's Cathedral; Colonel Taylor of the Royal Military Academy, and Warden Platt, of the Portsmouth Penitentiary, all Kingston gentlemen.

The debate presented by Queens was made up of a series of contentions; the Bates case was founded on two fundamental issues, and under these two major heads were grouped the contentions advanced for their support. Most of the arguments advanced by the Queens debaters were familiar to the Bates men, and they had no difficulty in refuting them. The Queens men, however, presented a strong case.

In rendering the decision of the judges, which was unanimous, Dean Bidwell stated that the decision had been awarded to Bates, primarily, on account of the more excellent form and structure of their argument, and because of the superiority of presentation of their case.

During their stay in Kingston the Bates men were accorded the greatest hospitality and kindness by the faculty and students of Queen's. They found the university men gentlemanly, courteous and fair, sportsmen through and through, taking defeat as well as they take victory. Queen's has a registration of more than fourteen hundred students; she holds the debating championship of middle Canada as a result of victories over Canadian universities earlier in the year, and is, therefore, an opponent worthy of our steel. Bates is much pleased over this second victory in the series of international debates.

Award of Prizes

The award of prizes for the past academic year has been as follows:

For Excellence in Scholarship

Two prizes of ten dollars each to John M. Carroll, Angie E. Keene, of the Class of 1909.

Two prizes of eight dollars each to Charles A. Magoon and Nellie M. D. Jack, of the Class of 1910.

Four prizes of six dollars each to Charles R. Clason, Freeman P. Clason, Susan E. Hayes, Gulie A. Wyman, of the Class of 1911.

For Excellence in Declamation

Two prizes of ten dollars each to Robert M. Pierce and Carrie A. Ray, of the Class of 1910.

Two prizes of ten dollars each to Harry W. Rowe and Jessie W. Alley of the Class of 1912.

A prize of seventy-five dollars to John B. Sawyer of the Class of 1909, and twenty dollars to Angie E. Keene of the Class of 1909.

For Excellence in Public Debate

Prizes of ten dollars each to Le Roi Harris, Walter E. Mathews, Robert M. Pierce, Wallace F. Preston, Bernt O. Stordahl and Frederick R. Weymouth, of the Class of 1911.

A prize of twenty dollars in the Champion Debate, to Peter I. Lawton of the Class of 1910.

A prize of ten dollars in the Champion Debate, May 8, 1907, to Peter I. Lawton, of the Class of 1910, and a team prize of fifteen dollars to Peter I. Lawton, Charles A. Magoon and Clarence P. Quimby of the Class of 1910.

Bryant Prize

A prize of fifty dollars to the Senior Class who shall prepare the best essay upon "Arbitration Instead of War," awarded to Maude M. Bradford of the Class of 1908.

Student Prizes

Prizes of five dollars each for best poems contributed to the Bates Student, awarded to Alice J. Dinsmore, Class of 1908, and Grace E. Holbrook, Class of 1909.

First prize of seven dollars to Frances M. McLain, of the Class of 1908, and second prize of three dollars to Walter J. Graham, of the Class of 1911. for best story contributed to the Bates Student.

The Coe Scholarship

The income of \$3,000 awarded to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious, to John M. Carroll, of the Class of 1909.

Commencement Week, June 20-24, 1909

Sunday, 10.30 A.M.—Baccalaureate Sermon by the President in Main Street Church.

Monday, 9.00 A.M., 2 P.M.—Examination for Admission to College in Hathorn Hall.

7.45 P.M.—The Junior Exhibition in Main Street Church.

Tuesday, 2.30 P.M.—The Class Day Exercises of the Class of 1909 in College Chapel. 8.00 P.M.—The Commencement Concert in Empire Theatre.

Wednesday, 7.30 A.M.—Picnic breakfast of the Alumnae Club on Mount David, followed at 9.00 by business meeting in Polymnian Room.—8.00 A.M.—The Annual Meeting of the College Club in Eurosophian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. Reunions of Classes of '74, '79, '84, '89, '94, '99, 1904, at places and hours designated by the class secretaries. 8.00 P.M.—Reception to Alumni and their friends by the Faculty in Fiske Reception Room, New Dormitory.

Thursday, 10.00 A.M.—The Forty-third Annual Commencement in Main Street Church, followed by the Commencement Dinner in City Hall. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by President and Mrs. Chase.

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110 Seventh Series, No. 2

Bulletin
of
Bates College



Coram Library

Lewiston, Me., March 1, 1910

BATES COLLEGE

LEWISTON, MAINE

Circular of Information

Commencement, Wednesday, June 29, 1910

Fall Term Begins, Wednesday, September 21, 1910

GEORGE C. CHASE, D.D., LL.D., President

The Bates College Bulletin is issued quarterly, in December, March, June, and September. Bulletin No. 1 takes the form of the regular College Catalogue. Bulletin No. 2 is usually a Circular of Information, giving an account of the most important events of the preceding six months. Bulletin No. 3 emphasizes the plans for Commencement and the close of the college year; it often contains features similar to those found in the Circular of Information. The fourth Bulletin is the President's Report to the Board of Fellows and Overseers.

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COLLEGE CALENDAR

June-September, 1910

- June 21-25—Examination of College Classes.....Tuesday-Saturday
June 26—Baccalaureate ExercisesSunday, 3.00 P.M.
June 27-28—Examination for Admission to College,
Monday, Tuesday, 9.00 A.M., 2.00 P.M.
June 27—Junior Exhibition.....Monday, 7.45 P.M.
June 28—Annual Meeting of the Corporation.....Tuesday, 9.00 A.M.
June 28—Class Day Exercises.....Tuesday, 2.30 P.M.
June 28—Annual Meeting of the Alumni.....Tuesday, 4.00 P.M.
June 28—Concert.....Tuesday, 7.45 P.M.
June 29—Commencement.....Wednesday, 10 A.M.
June 29—President's Reception to the Graduating Class,
Wednesday, 8 P.M.
September 19-20—Examination for Admission to College,
Monday, Tuesday, 9.00 A.M., 2.00 P.M.
September 21—College Year Begins.....Wednesday
November 1—Tuition due
November 7-18—Sophomore Preliminary Declamations.....2.00 P.M.
November 19—Prize Division.....2.00 P.M.
December 16—Christmas Vacation Begins.....Friday, 4.30 P.M.

WHAT BATES STANDS FOR

Every man's possible worth to himself and to the world depends upon the quality and the compass of his individuality. Each man's actual worth to himself and the world depends upon the degree to which he is true to his individuality. He who does not put into vigorous exercise the gifts that are within him is the wicked and slothful servant that buries his talent. The man that disparages and neglects himself is a moral suicide. Sooner or later his talent is taken from him and given to the faithful possessor of five talents. Clearly to perceive what he has the power to become, and to cherish the vision, is to have an inspiring ideal. Our "may bes" are converted into "ares" by fidelity to our ideals. Colleges, like men, have worth in proportion as they have well-considered and definite ideals and are resolutely faithful to these ideals. The college that is false to its own genius and mission, that meanly imitates another institution, is a recreant and a coward as truly as the man who dares not trust himself. If it would render precious service to the world, it must be unflinching true to its ideals. It demonstrates and maintains its right to life and growth by keeping its own path and seeking its own ends. What the ideals of a college should be, depends upon the community to which it is to minister and its peculiar opportunities for service.

From the day of her origin, Bates College has had her own ideals, her distinctive call to a great work. What are the ideals that justify her existence and assure her future?

Bates College was born at a time in which the supreme need of our nation was a clear grasp and an unhesitating application of the cardinal principles of Christianity to the problems of social and national life. When the Charter for Maine State Seminary, out of which Bates College grew, was on March 16, 1855, obtained from the Maine Legislature, after a memorable and heroic struggle, the thoughtful men of our State and Country were just awakening to the consciousness of perils that could be met only by a Christian purpose and a Christian courage equal to that of the Apostle Paul. In her earlier history Maine had experienced the worst results of an unrestricted or feebly restricted traffic in rum. The first full prohibitory law with pains and penalties, enacted in 1851, had roused to furious opposition the enemies of temperance; and no social and political discussions ever exceeded in intensity those called forth in effecting the repeal of the prohibitory law in 1856 and its re-enactment in 1858. The Christian church had not yet gained clear and unhesitating convictions respecting temperance legislation.

More unsatisfactory still was the attitude of the church with reference to African slavery. The constant and audacious aggressions of the slave power had at length challenged the attention of every reading man and woman in the North. The repeal of the Missouri Compromise in 1850, the enactment of the Fugitive Slave Law in 1854, the bloody struggle in Kansas, the rise to power in some states of the Free Soil party, the emergence from obscurity of Abraham Lincoln, the formation of the Republican party, the epoch-making debates between Lincoln and Douglas, the startling raid of John Brown upon Harper's Ferry, and the election of Lincoln to the Presidency in 1860 with secession and civil war following, were events that aroused passions more violent and precipitated conflicts more tragic than any that had been known on this continent. And all of these thrilling experiences were contemporaneous with the origin and development of the school, Maine State Seminary, out of which sprang Bates College.

The new institution was at once the product and exponent of the forces that were shaking the nation. The men and women who founded it, who sacrificed for it, and who sent to it their children, were also in the forefront of the battle for temperance and for resistance to slavery. And in their struggle for the school, as in their fight for temperance and for freedom, they represented convictions as sacred to them as the Bible and Christianity. It was as Christian men and women, loyal to the teachings of their Master, that they unflinchingly took their place in the van of the new movements.

Maine State Seminary, the mother of Bates College, was founded by the Christian people known as Free Will Baptists, or subsequently, as Free Baptists. This people had been pioneers in both the temperance and the anti-slavery cause. Thirty years before the Civil War they had refused denominational fellowship to slave-owners. Their ministers had, in not a few instances, faced mob violence. Oren B. Cheney, the Principal of Maine State Seminary, and the first President of Bates College, had, himself, been mobbed while as a college student he was speaking for freedom.

It is easy in our day to forget to what an extent the great leaders in Church as well as in State, were allied with the slave power. In most, if not all, of our New England colleges, sympathy with Southern slaveholders was prevalent and even dominant. At least two of these colleges were presided over during the Civil War by men whose hearts and, so far as prudent, whose voices, were with the South. The leading minister of the leading religious denomination in Boston had published in a popular book his apology and plea for slavery.

To oppose these forces, the Free Will Baptists had not a few ministers of native genius, forceful personality, and the elements of leadership. But, with scarcely a half-dozen exceptions, they had never seen the inside of a college. It was the deep consciousness of their own need of a thoroughly educated ministry and an intelligent laity, that inspired their struggle for the founding of a school. They saw that only educated leaders could demand attention, and win public opinion, to the truth that should make men free. They saw, too, that in the schools and colleges of the country, and even of New England, there was little positive Christian life.

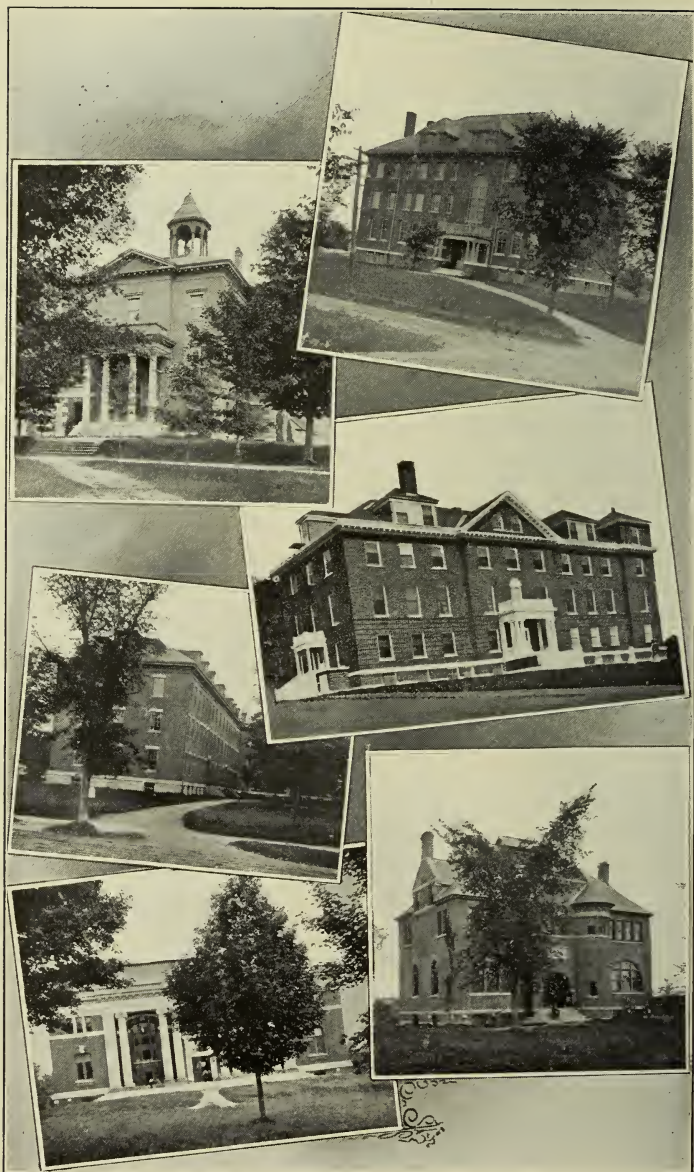
Before Bates College was founded in 1863 (chartered in 1864), hazing was universal in colleges, at least in Eastern colleges. It had no apologists and felt no need of them. Drinking, even to intoxication, was accepted as inseparable from college life. Student vices of many kinds displayed themselves unblushingly, and good fellowship came near being synonymous with rowdiness. Collegiate education for women was undreamed of in New England. In New York the organization at Vassar of a college for women was just beginning.

Under such conditions Maine State Seminary and Bates College had their rise. And under those conditions the school and the college soon-to-be were no mere addition to existing educational facilities, they were rather the expression of distinct purposes, of new ideals.

The first and the ruling ideal which the school, and afterward the college, sought to embody, was the practical application of Christianity to actual, living needs. It was a new attempt in new ways to put in force the golden rule, to make practical and effective the life and the teachings of Jesus by preparing for the service of their fellows young men and young women who should translate by precept and example the Sermon on the Mount into life. The new school was to be no teacher of dogmatism, no exemplar of sectarian narrowness. It was to give expression to the heart and soul of the Christianity of Jesus.

Hence, though a Maine State Seminary was brought into being by the prayers and sacrifices of a particular denomination seeking to supply itself with leaders, it asked for and obtained a charter—absolutely without limitations of creed, race or sex; and to this broad charter, with the exception of a slight lapse for the fourteen years between 1892 and 1906, it has been true during the fifty-five years covering its existence in the germ and in its later development.

While in the earlier years of the school and the college Free Baptists furnished the student nucleus, the catholicity of the institution—cathol-



A Group of College Buildings

icity, in its corporate organization, in its Faculty and in its spirit—quickly drew to it students of many faiths but of one high purpose. Personal religion exemplified in character, conduct, and helpfulness, was and has been the chief aim of the institution throughout its history. That meeting of the first Trustees when, in time of financial panic and distress, they gathered in Parker Hall, as yet only partly roofed, to continue all night in prayer for Divine aid, was typical and prophetic.

To this day, whatever other qualifications may be thought important for a teacher in Bates College, the primary question is, Can this man pray? The daily prayers in the Chapel, the meetings of the Y. M. C. A. and Y. W. C. A., the gathering for prayers every week by each class under its own leader, the broad, unsectarian study of Biblical Literature and Christian Ethics, have one aim—to prepare the young men and young women to promote the progress of that civilization to which they owe their opportunities. There is nothing in the spirit, customs, or teaching in the College that need embarrass Protestant, Catholic or Jew (and she numbers them all among her children), provided he be loyal to the cardinal precepts of his own faith.

As has been said above, it is Christianity applied to life that Bates honors. It is in loyalty to this ideal that Bates has pledged herself from the beginning to tolerate no hazing. To maintain this ideal has not always been easy, for the students of a college naturally reflect the influences and the environment amid which they have been reared. Imitation is easier than strict fidelity to self and to high ideals; and it is found necessary to recall frequently the high aims of the founders. Yet, on the whole, it can be said without reservation that there has been less semblance of hazing at Bates than at any other Eastern college; and students, equally with faculty, are eager to keep the college tradition good.

The Bates ideal of Christianity applied to life has, from the beginning, required that each young man upon entering the college, pledge himself during his college course to abstain entirely from intoxicating drinks. Student sentiment thoroughly sustains this pledge. And while men that have been addicted to drink before coming to college, occasionally are untrue to their obligation, their conduct is exceptional in the extreme. There have been long periods, it is believed, during which there has been absolutely no drinking at Bates. No young man is permitted to remain in college if he is known to trifle with this pledge.

As regards the use of tobacco, Bates prohibits it only for those receiving scholarships or other financial aid. She attempts, however, to discredit it through the example of teachers free from the tobacco habit. In but one of the college dormitories—Roger Williams Hall—is smoking

prohibited; but it is a cherished student tradition that Bates men will not smoke on the campus, the streets, or in the public buildings of the college. Students disregarding this tradition lose favor with their fellows. It is conceded that the non-users of tobacco are strongly preponderant in numbers.

It is an axiom at Bates that true democracy is only one outgrowth and expression of Christianity. The commands, "Love one another," "Whatsoever ye would that men do unto you, do ye even so to them," seemed to the founders of Bates to enjoin equal opportunities for all qualified to receive them. Hence her leadership in the granting of College freedom to women on the same terms as to men. If women are capable of receiving the knowledge and training that colleges can impart, then, in the Bates way of thinking, they have a clear title to college life and privileges. Bates has never insisted that co-education in colleges should be universal. She cheerfully admits that some men may fitly find a home in colleges for men only; and some women, in colleges for women only. But she sees no reason why young men and young women of normal bodies and minds may not maintain in college the same helpful relations that are enjoyed by their fellows in the home, in the school and in life.

She claims no superiority to New England colleges that have adopted co-education and then abandoned, or partially abandoned it. These colleges simply exemplify the impracticability of patching old garments with new cloth. Colleges that for fifty, one hundred, or two hundred years, or more, have been open to young men only, naturally gather traditions, customs, modes of living and thinking that are inhospitable to young women. In such colleges the presence of young women is necessarily a rebuke, an embarrassment, and an intrusion; and perturbed young men almost involuntarily exclaim, 'Let us have none of them! Away with them!'

At Bates, equal opportunities for women with men were guaranteed by the college charter. And while this fact was, undoubtedly, an offense to some of the earlier men students at Bates, and still for some young men excludes Bates from the list of desirable colleges, there has not for many years been any perceptible antipathy to the presence of women students. Beyond question, co-education presents its own peculiar problems. But to the Bates Faculty these problems seem less serious than those presented in colleges representing but one of the sexes.

That the presence of young women at Bates does not tend to make their brother students less sturdy and manly, is evident to all that are familiar with the Bates records in baseball, football and intercollegiate

debate. That it does tend to promote the adoption of higher moral as well as intellectual standards, is not questioned by those who are familiar with student ethics at Bates. Nor would the proposition that young women suffer loss of refinement and womanly ideals through student fellowship with young men, find support in the actual results of such fellowship at Bates. Extreme and unwholesome sentiment usually finds its corrections in student ridicule at once caustic and kindly.

That co-education under reasonable conditions is not unpopular even in New England, is shown by the rapid yet steady increase in the number of young men seeking admission to Bates and by the fact that not more than one-fourth of the young women applicants for each year can be received. It is further shown by frequent requests of young women who have entered colleges for their own sex, for admission to Bates. Such applications, it is usually impossible to entertain without injustice to those having prior claims to consideration.

The urgent demand by young women for student privileges at Bates has led a few persons to urge that it become wholly a college for women. Such persons fail to see that this change would be directly hostile to the purpose of the Founders of the College, whose ideal was an institution not for the education of women alone, nor for the education of men alone, but for the education of men and women together. They forget, also, in their generous interest for young women, the hundreds of young men whose urgent needs, as well as their tastes and ideals, have made Bates College indispensable to them. They forget that Bates has been a pioneer not only in providing a college home for women, but also a pioneer in college reform, and an exemplar of that simple life which has opened at Bates for young men, as well as young women, doors inexorably closed to them at other colleges. They forget the loyal affection of hundreds of Bates alumni to whom Bates was the only possible college home, and the thousands of alumni yet to be of whom this will be equally true.

In the attempt to exhibit Bates ideals, it has been necessary to recall the conditions in which they had their origin. It would be a fatal omission in a paper inevitably reminiscent to make no reference to that Christian Democracy in Bates aims and methods which, coming into being in that critical hour when the question of questions was "Shall slavery or freedom become national?" found one of its most striking exemplifications in the welcome of black men and women to student fellowship at Bates. "A school for niggers and women," as the new institution was often designated by students of older colleges, was only an exaggeration—a malicious exaggeration—of the truth. The actual number of negroes at Bates has

been but a fraction of one per cent. But they have been welcomed, provided they have had the necessary qualifications, from the time the first building was erected; and they have always felt themselves at home. Nor will the most searching examination of "the Records" disclose one instance of ill treatment or scorn for a negro as such.

The new College felt the holiest and grandest impulses of her birth-hour. Her earliest students, if living, vividly remember the summary manner in which they brought before the Police Court of Lewiston a swaggering Southern visitor in the city, who had presumed to push a Bates black man from the sidewalk.

And those early students gave more vital evidence that they were true sons of freedom. The number of men entering the first class in 1863, was diminished one-half by the call To Arms! by flag and country. Those student volunteers went, marching from Hathorn Hall to the railway station to the music of drum and fife and under the escort of the entire student body. Some of them returned to resume their studies and to graduate; some of them came back, but to die; and more of them fell where they fought, cheerful martyrs to Union and Freedom.

Perhaps no feature of Bates student life points more unmistakably to the great Christian democratic purpose of her founders, than the presence and power of her open Literary Societies. Those men profoundly believed that the Secret Fraternities entrenched in nearly all the colleges in the land were fatal to that self respect, that true fraternal feeling, which is at once the inspiration and the support of a free government and of free institutions.

Their work as founders embodied their protest against castes, classes, and social tyrannies, whether originating in human slavery or in human vanity, pride and snobbishness. It was their aim to establish an institution in which the rich and the poor, the highest and the humblest, might mingle on equal terms in the spirit of mutual helpfulness; and they were jealous of any institution or custom that might tend to thwart their cardinal purpose. The Literary Societies of Bates, though at different periods varying in power and popularity, have, on the whole, been factors essential to the spirit and the development of the college. They have made vital contributions to the success of the institution in her memorable intercollegiate debates. They have afforded a simple yet pure and helpful social life, in which every student could share. Though sometimes temporarily diverted from their chief purpose, they have fostered "plain living and high thinking."

They afford, at a cost prohibitory to none, all of the real advantages of the secret fraternities, while avoiding fraternity evils. True college loyalty will forever cherish them as the most tangible evidence of the spirit that gave birth to the college herself, and to all of her associations. They have flourished most when forensic debate has been most esteemed, and have reflected every weakening of interest in this prime function of a Literary Society.

A college with the origin and initial motives of Bates could not fail, in each and all of her working parts, to emphasize and to promote simplicity, economy, self-reliance and brotherly kindness. From the day that the institution started, she has constantly sought to make herself the happy home of earnest students, however limited in means. To this end her Faculty have striven constantly to keep down expenses, both regular and incidental, with the result that it is accessible to every healthy, sensible and capable young man or young woman who may be so fortunate as to be enrolled among her students. Moreover, she has no merely negative policy in the interest of struggling students. She is constructively and positively helpful to all who are able to help themselves. The inability of a self-denying and promising student to pay his tuition never yet stood between him and college life at Bates. A large and increasing number of scholarships and the judicious granting of free tuition, give assurance that if Bates men and women are loyal to their college, her usefulness will keep pace with her years.

It has always been recognized at Bates that self-help is the help most to be prized. In season and out of season, her teachers have striven to honor all useful work and to make work available for every needy and deserving student. Said the President of Berea College in explaining why he had chosen Bates as the northern college best suited to his plans for his son, "I have chosen Bates because, most of all northern colleges, she honors work, and because she has the reputation of sending out the best teachers." The second reason for this President's choice of Bates College for his son indicates that a primary ideal of Bates must be the development of scholarship, the production of scholarly men and women. This aim of her founders was of course, underlying. It is essential to the very idea of a true college.

This idea, however, has its own peculiar sanctions. Chief among these must be the Christian aim, the aim that led the Founders of Bates to make their college and all her appliances contributory to human progress, to the well-being of all, to the recognition of the brotherhood of man, of the obligation of every educated man and woman to bring to the ser-

vice of his fellows, "in all the offices of life, public and private," the full strength of his own trained and developed individuality. No other motive can be equally efficient in the promotion of a scholarship at once sound and practical. Said Dr. Parkhurst, the well-known Civic reformer, in a conversation with the writer, some years ago, "I know that Bates makes scholars, for I am acquainted with some of her graduates." That service and culture are not enemies but allies, her graduates have demonstrated in every part of our own country and in every continent of our globe. As educators, both in the public school and in the university, as ministers, lawyers, physicians, authors, as missionaries, social workers, and men of affairs, they have vindicated the existence and the ideals of their Alma Mater.

IN MEMORIAM

Professor Albion Keith Spofford

The opening of the present year at Bates—a year as bright in promise as any that the college has known—was shadowed with sadness for teachers and students by the death of Professor Spofford. After spending the summer in a brave struggle with illness, he passed away on the 23rd of last August.

Albion Keith Spofford was born in Paris, Maine, in 1881. His boyhood was passed in his native town, where he early began to show the energy and industry of his character. Throughout his course in the South Paris High School, he devoted his spare time to working in a store. And it was here that his ambition was first kindled through the helpful interest of a friend who recognized his promise. Hi herto no influences favorable to intellectual development had found their way into his life; but once awakened to scholarly aspirations, he henceforth breathed the atmosphere of scholarship as his native element, and sought culture with the fervor of his youthful ambition and the strength of his indomitable will. By the time he graduated from the high school his determination was fixed to enter college. In order to gain means while devoting himself to scholarly work, he planned to teach during the year following his high school course, and to this end attended the State Summer School. But at this point he met a grievous disappointment; though he earnestly sought a school to teach, he could obtain no position. He was obliged to fall back upon factory work, and the subsequent year—the unhappiest year in his life—was spent in a routine of uncongenial tasks. But his purpose to secure an education was only delayed, not defeated. Every moment available away from his work he devoted to study. The next fall he secured an opportunity to teach—in Minot—and taught with success for two terms.

At last he was able to realize his earnestly cherished ambition, and he entered Bates early in the winter term as a member of the Class of 1904. He began his college career weighted with heavy handicaps. Not only were all the courses of more than a term to be made up, but he had had no Greek whatever, and Greek was at that time a required subject. By heroic efforts, however, he made up all deficiencies, and entered upon his Sophomore year in full college standing. He proved himself a typical specimen of the true Bates man. Hard-working and self-reliant, he earned his way through college by canvassing and other employments, winning in these pursuits a phenomenal success which already beokened his unusual

poise, efficiency and determination. In his class work he was diligent and able, and tremendously in earnest, entering into the pursuit of knowledge and the development of his mental powers with keen delight, and ever greater achievement and mastery. He threw himself with his whole soul into all the great interests of college life—social, athletic, moral and religious—and with rare fidelity stood firmly for all the highest and finest ideals of Bates. Faculty and fellow-students showed their appreciation of his qualities by conferring upon him various honors and responsibilities. He won the scholarship prize in his Sophomore year and the prize for the champion debate. He was President of his class during the Sophomore year, and in his Senior year President of his literary society, Manager of the football team and chief editor of the Student. Early in his course he began to distinguish himself as a thinker and public speaker, and he became one of the leading representatives of Bates in intercollegiate contests, taking part as a member of the team which won the debate with Boston University Law School and of the team which won the second debate with Trinity.

In the summer of Mr. Spofford's graduation from Bates, Dartmouth College invited President Chase to recommend a candidate for a graduate fellowship which offered unusual opportunities and advantages. Mr. Spofford was selected as peculiarly fitted for this position, and received the appointment. At Dartmouth he devoted himself to the study of Education and Forensics, receiving at the end of the year the degree of M.A. During his residence at Dartmouth, he prepared, under the direction of Professor Laycock of that institution, a work on debating which has become a standard text-book. The summer following he lectured at the New Hampshire State Summer School at Plymouth.

The next year he spent at Harvard, pursuing further study in his chosen fields of Rhetoric, Argumentation and English Literature. In 1906 Mr. Spofford was called to Bates as Instructor in Rhetoric, later becoming Professor in that Department.

Returning to his Alma Mater as a teacher, Professor Spofford entered upon a career of great and constantly growing usefulness. To him fell the important charge of the work in Argumentation—a department of which Bates is so justly proud. Besides the general training of all the members of the Sophomore Class, he gave advanced instruction to the abler debaters, from whose number were selected the teams to represent Bates in her intercollegiate contests. From men who studied in his advanced courses were made up the teams which debated with Clark in 1907, 1908 and 1909, with Queens in 1908 and 1909, and with the Univer-

sity of Maine in 1908 and 1909—seven debates, all but one of them victories.

Besides having charge of the classes in Argumentation, Professor Spofford also directed the work of the Freshman Class in Composition—an exacting responsibility, for he required of every student extensive theme writing and aimed to become personally acquainted with the productions of each. He also had under his charge a more advanced composition course, that of the last term of the Sophomore year. In addition to these courses which he found already established upon his coming to Bates, Prof. Spofford organized a course in American Literature, for young women who might not desire to pursue the work in Argumentation more than a term, and a course in advanced composition, into which he invited students of literary promise, with the purpose of aiding them to develop along the line of their greatest talent.

In all this extensive and varied field of instruction, Professor Spofford was an admirable teacher. He did not shrink from the "drudgery" of reading and correcting compositions, but was thorough and resolute in seeking to lead each student to a knowledge of the essentials of written expression. More than that, he took delight in studying through their literary productions the workings of his pupils' minds, and he noted with eager satisfaction every evidence of ability and promise. In Argumentation and Debating, he was a remarkably able teacher in a province where even ordinary instructors are comparatively few. His methods were not those of a debating "coach," but he implanted in the minds of his students a knowledge of the principles of analysis of questions and construction of arguments. This knowledge he supplemented by practical training of such a nature as prepared men to stand upon their own feet as clear thinkers and vigorous debaters. Evidence of his success in building up this department so important in the life of Bates is found not only in the triumphs which our teams have won during the period when he guided their training, but in the widespread, eager interest in the debating courses on the part of the brightest and brainiest men.

Professor Spofford's many sided intellectual life found expression not only in training students in correct writing and logical thinking, but also in the interpretation of the great works of American Literature, and in the effort to aid students of literary power to attain excellence in the form of composition most appropriate to each individual, whether poetry, fiction or the essay. It was in this work with advanced students, indeed, that he had the best opportunity to show how richly gifted he was with that fine trait of the teacher—the appreciation which quickens and inspires his pupils.



Professor Albion Keith Spofford

He was quick to discern talent for any form of literary expression, most helpful in arousing and guiding that talent, and warm-hearted in his praise of achievement. From term to term and from year to year he followed the work of his best students with deep interest, kindly criticism, and constant encouragement. Had his career not been cut so short, undoubtedly the world would have heard within a few years of authors of note, Bates men and women whose literary power and skill were fostered by his discerning sympathy. Even when already stricken down by his last illness it was his delight to talk of his students of promise and his hopes for their future careers.

Another trait of Professor Spofford, which marked him as one of the select band of truly great teachers, was his progressive and open-minded spirit. Before beginning his work at Bates he sought the best preparation attainable. During that work, he was constantly striving to improve. By reading and study, by discussion with his colleagues, by attendance at gatherings of educators, by careful analysis of the systems of training in vogue elsewhere and their results, he was aiming to secure the best for his students. He was ambitious, not in any mean, selfish way, but with a noble ambition to realize his highest capabilities for his own sake and the sake of his work.

Even in the short space of three years his ability and faithfulness as a teacher had won unusual recognition. Among the students of Bates he had become respected, admired and loved. Already his name was gaining more than local reputation. From other colleges teachers engaged in kindred fields of work sought his counsel and fellowship. An important Teachers' Institute in New Hampshire sought him for a series of lectures. The English Section of the Maine Association of College and Preparatory School Teachers elected him its President in two successive years—a quite unusual honor. Evidences were multiplying that he would speedily realize the anticipations of the friends who knew the man and his work, and who predicted for him a brilliant future.

But admirable as was Professor Spofford as a teacher, he was more than that. He did not limit his interests to his class room or his special field of instruction. He was splendid in his love and loyalty to his Alma Mater, and eager to devote himself in every way to her service. In building up his department, and bringing to public notice the achievements of his students, he thought first and foremost of the gain that would come to Bates College thereby. His pen, his time and strength were always at her service. He delighted in visiting schools, co-operating with instructors in other institutions, and performing any other service that might ren-

der the college more helpful to the community. The best of his thought and ambition were devoted to the upbuilding of Bates. When battling with his last illness, putting forth to overcome it all the strength of his powerful will, pre-eminent among the motives that nerved him for the struggle, stronger than all else save his deep love for his wife and child, was his longing to live in order to work for Bates.

This intense devotion to his Alma Mater was a manifestation of the spirit which characterized Professor Spofford in every relation of life. His was no narrow, selfish nature. His heart went out to every worthy cause in the community. A beautiful example is furnished by his church relations. An earnest, reverent Christian, he at once, on coming to Bates, identified himself with the Main Street Church, and he showed his deep interest, not only by regular attendance, but by active participation in the various church activities and by generous financial contributions.

It was only in the intimacy of personal acquaintance, however, that Professor Spofford's worth could be truly known. When he entered upon his work at Bates he brought with him to Lewiston his newly wedded bride, and their home soon became a loved resort for a wide circle of friends. It was a rare privilege to have glimpses of the ideally happy home life of that household. Upon his wife and his little son Professor Spofford lavished the rich tenderness of his heart. In his home, or in the course of walks about the country, he held long conversations with his friends, in which he revealed a mind keenly appreciative of the best in literature and alive to the great problems and needs of his age. He was wonderfully broad and catholic in his interests, and was full of enthusiasm for the causes and ideals that stirred his heart. His friendship was highly valued by those who had the good fortune to share it. It was the friendship of a strong and noble nature, loyal, frank and kindly.

Splendidly he met every test that those three years of his life at Bates brought him in class room and community, in his family and in the circle of his friends. But it remained for a severer test than any of these to bring out his full worth. Like many another fine spirit he was destined to be "made perfect through suffering." When he entered upon his work at Bates all who saw him were impressed by his fine presence and bearing, the lines of energy and power in his handsome features, and his apparently superb physique. Everyone anticipated for him a long career of honorable service. But

Dis aliter visum.

Not long after entering upon his work Professor Spofford began to suffer from attacks of illness, attacks which were attributed now to one

cause, now to another, but which all were doubtless really manifestations of the fatal disease which had fastened upon him. Early in the winter term last year he became so ill that for weeks he was confined to his bed, and could not attempt to resume his work till the beginning of the summer term. Then, though by no means recovered, he resumed his classes, and taught them through the term. And it was at this time, and during the subsequent weeks when he was prostrated by the advancing illness, that he revealed the quality of his heroic soul. Day after day, when every movement meant pain, he slowly climbed the steps of Hathorn Hall. Resting upon the settees of his class room until he could summon back his strength, he took his place at the desk and conducted his classes with his wonted enthusiasm and energy. Then he returned home to lie for hours upon a bed of weariness and pain. So he labored on through days of suffering and sleepless nights, his magnificent will triumphing over physical infirmity. With the coming of summer, illness confined him more and more to his house and his bed. Here he bore with invincible patience, cheerfulness and hope the attacks of pain, often terribly severe. He warmly appreciated every little kindness of his friends, and he welcomed their visits, delighting to talk with them about his work, the College, and the great masterpieces of literature, but speaking little of himself or his suffering. He earnestly set his will to get well and to live, for the sake of his family, the College, and the work that he loved. If courageous will or if prayers of loved ones and friends might have availed, he would still be with us. But that brave spirit has ended its earthly fight, those strong, helpful hands have laid down their burden. For us it remains to cherish his memory, and, by increased zeal and faithfulness in our own endeavors, to make up to the world as far as we can for the loss of our comrade.

GEORGE M. CHASE, '93.

AN APPRECIATION

(The following Appreciation of Professor Spofford by Hon. Wilbur H. Judkins, Bates, '80, was delivered at the memorial exercise held in Hathorn Hall on the morning of September 29, 1909.)

In the forty years of the life of Bates College the institution has had upon its faculty many men and women of character, ability, scholarship, and rank, whose faithful and conscientious service has been a living, a vital, force in its comparatively brief but glorious history. They have been men of varied ancestry, talent, aims, ideals, theories of education, but

with great devotion, singleness of purpose, and harmonious co-operation, they have labored not alone to administer, but to create an institution.

Several of these men have died in service. With a sense of deep appreciation I recall the names of Prof. R. C. Stanley, Prof. Benjamin F. Hayes, formerly connected with the college proper and later a professor in Cobb Divinity School, and Prof. John H. Rand. They were my teachers and I pay to them in passing the tribute of my respect and my affection.

Their lives were a part of the early history of Bates College and their memories will be cherished for their devoted service to the institution. To this list we must now add the name of Prof. Spofford.

It is of him particularly that I am to speak. I do not feel that I should do him justice were I merely to utter words of general and copious praise. He would not care for that. He knew, as well as you and I, how utterly inane and meaningless is that form of compliment which puts the high and the low, the little and the big, the wise and the foolish, the gold and the dross, into one common indiscriminate mass and covers it with the roses of empty rhetoric. He knew very well that all who send flowers to the funeral are not heartbroken over the event.

If Professor Spofford were here, I am sure of one or two things. He would want me to speak the truth for one thing, and for another he would prefer that I should attempt to give you something of himself rather than to give him everything of praise.

Professor Spofford was twenty-eight years old, when he died. His family had no wealth to give him place or power. He obtained his education above the secondary school solely by his own efforts. He was graduated at the age of 23 in the Class of 1904. By reason of his ability and his promise, he won his place on the faculty of the college and died in harness, almost at the beginning of his career. Although he had little time in which to show his powers and win his place, and although he was harassed by a lingering and torturing disease, which proved fatal, he did demonstrate the force of his superior intellectual and spiritual power, and won a position in his chosen field of endeavor that any young man might covet.

I cannot say that I knew him very long or very intimately, but, in my brief acquaintance, I learned to appreciate his rare qualities of mind and heart, to love his strong, manly and sympathetic nature, and to admire the calm, heroic and unfaltering courage with which he bore extreme suffering in the last sad weeks of his life and faced without flinching the last grim enemy, death. Truly, he went "not as a galley slave, scourged

to his dungeon, but sustained by an unfaltering trust as one who wraps the drapery of his couch about him and lies down to pleasant dreams."

Professor Spofford was above all a teacher. It was his ambition and his ideal to be a teacher, to be a great teacher, an inspiring teacher. He said to me last summer, "I love to teach. I should hate terribly to give up my teaching. I feel that my calling is that of a teacher." And he looked very thoughtful and sad.

Young ladies and gentlemen, in life, Prof. Spofford was your teacher. Let me make him your teacher still.

Broadly considered, I should say that Professor Spofford had a well-balanced mind. By that I mean that he had his mental powers in fine equipoise with the result that he was able to view men and things in their just proportions and relations. He possessed that rather rare faculty, intelligent common sense. His intellect dominated. He had keen perceptions. He sought the truth whether it was welcome or unwelcome. He did not fear it. He loved all truth—the truth of things and the truth of men. In the universal plan he knew that all truth has its place and, when understood, every truth would fit every other in divine harmony. He loved the truth of nature, the birds and the flowers, the beauties of the field and the forest, of the lakes and the streams, of the hills and the mountains, the glories of the starry sky, the majesty and power of the unresting sea; but he loved, too, the truth that lay in human minds and human hearts, so that he preferred to be an artist working not on canvas or in clay or marble, but an artist of men and women—a teacher, a workman in spiritual things, believing that "the finest fruit earth holds up to its Maker is a finished man."

He had, too, the power of a well tempered imagination. He was creative and constructive. He was a dreamer, not of impossible dreams, too vague and visionary ever to come true, but he saw future possible things and worked diligently to make his visions realities. As we should naturally think from his line of work, he had the logical faculty. Out of the phenomena that came within his mental range, he searched for laws and principles, the highest form, perhaps, of mental activity. In working out a proposition he looked at every supposed fact and every piece of evidence with painstaking care, weighing it carefully, and placing it in the structure of his argument where it would not only strengthen, but adorn. His feelings and emotions were well co-ordinated with his intellectual powers. He loved the good with intensity and he hated the opposite with equal intensity. He despised sham and pretense. He said what he meant. He was too honest to say to a student to-day, what might mean three or

four things to-morrow or next week. He neither dodged nor ducked; but he spoke kindly and sympathetically, and he felt kindly and sympathetically. The tender and emotional side of his nature was exhibited in his home life. He loved his wife and child and longed to live to protect them both and to shape the moral and intellectual life of his boy.

With his intellectual and emotional equipment he had an indomitable will. Once convinced of his duty, the arguments of selfishness and even of self-interest had little weight.

I do not believe that he would have made a great diplomat of the old school. He did not have the art of saying meaningless things. He did not practice the jugglery of speech. He never learned how to zig-zag; but I am sure he might have made a great preacher, a versatile editor, an able lawyer, or an ideal judge.

The qualities of his mind, the self-mastery of his faculties gave him a true appreciation of values. He knew the value of money. He knew how to make money. He knew what money could buy and what it could not buy. He did not despise the things that money could buy. But he "coveted the best gifts," the things unpurchasable in the markets of the world. In these, I am sure, he was rich, and growing richer.

If he were here and could say what lessons he would have me give you out of his life, I think he would be very practical. I think first he would have me impress upon you the value, the supreme value of a healthy, vigorous, normal body. I think he would say, "Give more importance to the care of your bodies than you have been accustomed to think necessary. Remember that the amount and quality of the work you will do in life will depend very largely upon the working efficiency of your physical body. Avoid excesses of any kind. Learn to study and understand your own body, its weaknesses, its limitations, its tendency to disease. Adopt without a moment's delay those habits that will strengthen it and make it a fitting servant and temple of your soul. Above all, avoid those habits, in the face of every temptation, that will insidiously and unconsciously diminish its power and sooner or later destroy both mind and body."

But if in earlier or later life you should be attacked by some unpreventable and mortal disease, he would say, "Be brave, do not whine or wince. Do your duty to the end and when you die, die, not like a coward, but like a man."

Second, I think he would have me tell you to seek and to love truth—all truth, all kinds of truth, the truth of common and earthly things and the truth of higher and spiritual things, the truth about yourself however

unseemly and ugly it may appear. I think he would say,—“make out of truth in your own way and from your own standpoint for your individual life, principles of conduct and of life that will produce in your careers the highest possible efficiency.”

Third, I think I can say as from his lips, this: “Learn to act more and more by your intelligence and less and less from your emotions. Learn to do with cheerfulness and enthusiasm the thing you are convinced is right and best, and to forego, without murmuring, the other thing that you wanted to do so much. When you can do this, you will have obtained a liberal education.” I am glad Bates College is honoring the memory of Prof. Spofford to-day. He was a true and loyal son of the college. He loved its history and was in hearty sympathy with its aims and its ideals. In the large vision of his soul he saw what it is destined to be and in his last days, he rejoiced, I am pleased to think, that his name was recorded not only among its list of graduates but on the roll of its honored faculty. Though his face will no more be seen, and his voice no longer be heard, he will live with us still,—a teacher of the “things invisible.”

RESOLUTIONS

The following resolutions in memory of Professor A. Keith Spofford are reprinted from *The Bates Student*, October, 1909:

As members of the Faculty of Bates College, associates of the late Professor A. Keith Spofford, we wish to give expression to the deep and abiding sense of loss which his departure from our midst leaves with us. We honored him as a true scholar, a teacher wonderfully conscientious and efficient, a man of energy, ability, and power. We esteemed him as a Christian gentleman, pure in integrity, fine in courtesy, steadily faithful to exalted ideals. We warmly admired his whole-souled devotion to his work, his rare and inspiring enthusiasm, his earnest attention to his students and quickness to appreciate and cherish their promise of excellence, his broad and catholic spirit, hospitable to all worthy interests, and the love and zeal with which he gave himself to the service of our college. Our hearts thrilled in recognition of his noble ambition and firm will, undaunted by difficulty and opposition, victorious even over pain and mortal illness. We loved him as our friend, genial, kind, and loyal.

His brief career has given little opportunity to the world to learn of the rare promise of his talents and powers, a promise whose rich fulfilment was just beginning. We, his friends and fellow-workers, realize something of what his life-work would have been, and of the loss to us, to our

College, and to the world because it has been cut short. We cherish his memory, and shall cherish it. His life and personality will help us to be, as he was, earnest, loyal, and aspiring.

We wish to tender our heartfelt sympathy to the members of his household, whose loss is so unutterably greater than our own. May that loss be lightened, if only a little, by the knowledge that we, his associates and companions, honor his character and reverently cherish his memory.

FRED A. KNAPP,
GEORGE M. CHASE,
GROSVENOR M. ROBINSON,
GEORGE E. RAMSDELL,
FRED E. POMEROY,

Committee for the Faculty.

In the death of Albion Keith Spofford, the Class of 1904, Bates College, has sustained a loss that will be realized only as the years go by.

A man of marked ability and strong character, he has passed from our midst at a time when a brilliant future seemed assured.

Endowed by nature with unusual moral force, he strove to place duty first, and in doing this he had already been marked as a leader of men. Fortunate in the possession of a sunny and genial disposition, he made many friends.

For his sterling worth he was honored, for his brilliancy he was admired, and for his companionship he was loved.

Recognizing these qualities, the Class of 1904 mourns its loss and extends to his bereaved family its heartfelt sympathy.

F. W. ROUNDS,
VIRABEL MORISON,

For the Class of 1904, Bates College.

The following editorial appeared in The Bates Student, October, 1909.

PROFESSOR ALBION KEITH SPOFFORD

In the death of Professor Albion Keith Spofford, whom the faculty, alumni, and undergraduates of Bates so deeply mourn, The Student has lost its most helpful and most sympathetic friend. When he was a student in college, he was Editor-in-Chief of the paper, and during his year

of service, he accomplished much for its betterment. The interest which he then acquired in its welfare and success he never lost, and ever since he was called, at the completion of his graduate work, to take charge of the department of English and Argumentation, at Bates, he had encouraged and aided The Student board in its efforts to maintain and raise the standard of the paper.

He devoted himself to his students, particularly to their development in the art of literary expression and of debate. He sympathized with all, and encouraged each in his own individual literary tastes, to give his best.

He was boundless in his sympathy, broad and charitable in his views, just and fair in dealing with all. He loved his work, to which he devoted himself with heart and soul. He loved his students, whom he touched with the spirit of his own strong, noble self. Many Bates men and women, in future years, will realize the greatness of the debt of gratitude they owe to him.

His was a rare personality, wonderfully attractive to men and women alike. He won and held affection. Of a nature, sensitive and refined, his soul was stirred by the noble and good. He was a lover of the beautiful, a man to whom the mean and sordid things of life made no appeal.

Next to his family, whom he so deeply loved, Professor Spofford loved his Alma Mater. He devoted himself unceasingly to her greater glory. As a student, he battled and won for her, and as a teacher he trained men who went forth fired with his unconquerable spirit to imitate his example.

After three years of whole-souled effort and of remarkable success as instructor and professor at Bates, the last year, one of illness and suffering, that dauntless spirit has passed to its reward. How greatly Professor Spofford suffered during that last year, we can never know. Smiling always through his pain, he was hopeful, uncomplaining, unyielding, to the last.

Death has taken him, and his absence leaves a void, but beyond sorrow and regret and tears there is left to comfort us the knowledge that he still lives in our hearts, that the spirit has imprinted an ineradicable stamp upon the thought and life of each of us who knew him.

We are the better for his life. It is an inspiration for every Bates man and woman. In its simplicity, its unselfishness, its purity, in its fortitude and whole-hearted purpose, in its heroism and nobility of spirit, even unto death, there is something that is sublime.



Campus from Mount David

DEDICATION OF LIBBEY FORUM

On Friday evening, October 1, 1909, occurred the dedication of Libbey Forum. This event was the happy realization of the more recent graduates, all of whom have longed for a "home" for the literary societies; the event was the realization of the anticipation of the 450 students now in college, who have been so crowded in the society rooms which have so long done service in place of a permanent building.

The exercises were marked with a simplicity and dignity characteristic of the building to be dedicated, characteristic of the donor of the building. The opening exercises were held in the chapel of Hathorn Hall. The members of the three societies nearly filled the auditorium, and the remaining seats were barely sufficient to accommodate the assembled friends and guests. In addition to the speakers of the evening, there were seated on the platform, the presidents of the three societies, and of the Young Men's and Young Women's Christian Associations, representatives of the Executive Board, and of the Faculty. Delbert E. Andrews, president of Eurosophia, oldest of the societies, presided.

After prayer by Everett L. Farnsworth, president of the Y. M. C. A., and music by the college orchestra, Judge Albert M. Spear, A.M., of the Class of 1875, delivered an address in behalf of the College Literary Societies. The speaker chose to recall experiences of his academic days in which he and Mr. Libbey were intimate associates; he brought to notice characteristics in the life of Mr. Libbey, which long years ago omened the later success and generosity of the donor of the present building. Judge Spear made an effective appeal to the students to avail themselves of the invaluable opportunities afforded in the contests and practice to which the Forum shall be dedicated. He showed most positively that the graduates who enter into any form of public activity will be helped or hindered according as they use or fail to use the opportunities which are theirs in all that the Forum represents. The speaker presented to the audience in clearest manner some of the changes and improvements which have in recent years been the portion of the "professions," the prospective members of which may derive inestimable value from a right use of all that Libbey Forum suggests and offers.

The Christian Associations were represented by a recent graduate, John S. Pendleton, of the Class of 1907, and a former President of Polymnia. In a stirring address on the "Value of College Christian Associations" Mr. Pendleton spoke as follows:

It is impossible for me in the brief time at my disposal to cover adequately this comprehensive subject. I shall, however, attempt to touch a few of the most important phases, that we may get a view of it in the large.

Perhaps we can best understand the value of the Christian Association to the college student by considering the need of the normal college man. He possesses, first of all, a growing brain; or at least his presence at a higher educational institution presupposes that he has a little floating gray matter. He has a mind to strengthen and develop, but the progressive college amply provides for its needs. Unceasingly it labors to furnish opportunity for the mind's enlargement. New courses, modern and practical, are added to the curriculum; wiser instructors are enlisted, harder work is required, the standard of scholarship rises higher and higher with each succeeding year. The needs of the mind are met as far as it lies within the power of educators to meet them.

The college man has also a body to keep in condition. There is machinery to be oiled and kept running, furnaces to be fed and properly cared for, muscles of power to be trained by use. The mind can accomplish its best results only by working through a healthy brain. The college also meets this need. There is the gymnasium with its regular class as well as individual work. There is abundant opportunity for training on the athletic field in football, tennis, track, baseball. More and more emphasis is being placed on athletic games and sports and exercise of every kind. It is made, and I believe wisely, an important part of our college life.

The body and the mind, however, are not all of man. He has a soul needing nourishment. There are many who doubt this statement, perhaps some here to-night. Occasionally scientists and scholars have told us that religion is a relic of barbarism, mere savage superstition, but a close study of man's inner life reveals the fact that he is incurably religious. "Nero mocked the gods and religion, but hid under a bed in a thunder-storm and wore an amulet about his neck." Yet what has the college done to meet the soul-need of its students? Shall I say nothing? No, because the consecrated life of Christian teachers yields its influence. But men, how many courses in devotion have you? How many hours of spiritual meditation does the curriculum provide for and allow to count toward a diploma? How much laboratory work in soul-winning and character-building do you find in the college? In the program of lectures and courses provision is rarely if ever made for any such thing. In fact, its practicability is to be questioned. Nevertheless, the need of training and developing the relig-

ious life remains and how is it to be adequately met? Only by some sort of Christian organization, some definite systematized Christian effort. It is at just this point that the Christian Association finds its opportunity and proves its value.

First of all, it brings the student into vital relation to one of the great religious movements of our time. The college Christian Association is not a local institution for it numbers among its members tens of thousands of students all over the world; young men like us. There are men in body giants, with minds capable of almost infinite development, in character divinely noble; men whose lives twenty years hence will dominate our whole social, political, religious life. The college Christian Association brings these men into touch with each other and in so doing not only grants to each an inspiration but also a broader outlook on life itself. Moreover it affords the college student opportunity for contact with the great teachers and leaders of his time, men who are a recognized power in business, in politics, in social reform, as well as in our pulpits, seminaries, colleges and public schools. To read the works of a Mott, a Spear, a Morgan is an inspiration, to see and hear them is to learn a lesson in living character. The far-reaching, all-pervading life and influence of such men cannot be shut up in a single institution or location, but must extend as far as the knowledge of civilized man shall reach.

Again the Christian Association largely creates and maintains the religious atmosphere of the college, or at least if it is fulfilling its normal function such is the case. Its standards of living, its ideals are the highest in the institution. Thus high rise the ethical and spiritual standards of the college and no higher. It furnishes the moral stimulus necessary to maintain a high religious life. Almost every student manifests sooner or later in his work, the symptoms of the fatal hookworm and some stimulant is needed to overcome its effects. Someone has said that the great value of a college course lies in this: that one is trained to recognize the great essential things and to do those in little time while he neglects the non-essential. With equal truth it may be said that as an outgrowth of this very training one learns to do as little as possible. Accompanying this laziness in work comes also a spiritual laziness and the student tends to relax his diligence in caring for his soul-need. Retrogression instead of progression characterizes the religious life of the young man in his student days. Just consider for a moment what the modern college would be without the Christian Association. A few men would remain true to their early home and church training, but the tendency is to act as do one's associates, to let go the old life and to enter fully into the new, happy,

free relationship. As a result there comes, too often, a lessening of moral fibre, a distinct lowering of the high religious ideals, and the loss of a personal spiritual life. Men get together and if there is a single poisoned mind it will poison many others with the result that death must ensue unless there is an effective antidote. Under such conditions the Christian Association means far more than we are often wont to believe, for it protects the young man as nothing else can. One of our common breakfast-foods has a catchy advertisement which we often see in one of our street cars, "Tell me what you eat and I'll tell you what you are." If you will tell me whether or not you have an active Christian Association—and by active I do not mean energetic in hiring brass bands for football games or acting as an employment bureau for prodigal students, but alertness in helping each man to build up a strong personal devotional life—I'll tell you what the spiritual atmosphere of your college is. Even the student who will have nothing to do with any church or religious work feels the influence of the Christian Association through its members. Daily association with them changes his views, moderates his actions and he learns to respect the man of true Christian character as well as the Christian organization when it truly reveals the work and teaching of its great head, Jesus Christ.

The Christian Association broadens as well as deepens the student's religious nature. The four years of college life are a time of great development. With many men it means the first real break with the home circle. New social relations inevitably arise as the old are left behind. A new world of experience opens up before the student. He meets and is brought into close touch with men as he has not met them before, men coming from widely different localities with far different types of mind and modes of thought. A new field appears for intellectual pursuits and he becomes amazed at his own growth. At seventeen or eighteen, the average age of the Freshmen, the reasoning power awakens and develops most rapidly, the faculty of ethical judgment also comes into being developing almost into maturity in a few months. Those years of college life furnish more than is generally believed, the great determining factors in the after history of the individual. In the midst of such development in intellect and such broadening of experience the soul-life cannot be neglected. As well might one try to give a babe enough food at one meal to last a week as to wait until the college course is completed and then to administer religion in large doses. The religious life is the natural life and to stunt it at any time means to seriously endanger its existence. It is a sad fact, but nevertheless true, that the men who have been graduated from our higher institutions of learning have been intensely skeptical.

They have said that Christianity is not practical, that it is good enough for babies, old women, and ministers but not for men engaged in the every-day affairs of life. I believe that these misrepresentations are due to the dwarfed condition of the soul-life of those who make them. Not only have they failed to grow spiritually, but they have lost almost all the spirituality they ever had. A little religion is a dangerous thing. The Christian Association largely corrects or ought to correct the tendency to scepticism. This is done not by an insistence on theological dogma but on practical living. By dealing with the intricate social problems of our time, by work among the slums, by training classes of boys, an appeal is made to the new life and mind of many a young student. The Bible, too, must be taught from the modern scientific point of view if the modern scientific type of mind is to be reached. No longer can the student be influenced by being told: to be good and he will be happy, and if he does wrong he won't prosper in any of his work. He knows that both of these statements are absolutely false and he pities the weak that has any credence in them. He must be fed with meat not milk. By a thoughtful study of the character, work and problems of the people in mission lands, by careful, able management of all branches of student work, by development of and appeal to the all-round man the Christian Association may prove itself intensely practical. It may give to the youth a new yet true conception of the religious life, a new basis for social activity, a new idea of responsibility. From this standpoint it is of inestimable value.

The Christian Association has occupied in years past a minor position in American colleges. This is not true, however, at present, nor will it be in years to come. It has its periods of progress and decline, but in spite of that it is slowly yet steadily moving onward. More and more influential men are entering into it and adding to its effectiveness by the power of their own personality. Great works have been done, but greater works than these shall it do.

Following the singing of the new college song, "Hurrah, Bates," written by Richard B. Stanley, '97, first president of Pieteria, the audience formed in procession and marched to the new building.

Dr. Lewis M. Palmer, '75, spoke briefly from the theme, "Auld Lang Syne."

Ladies and Gentlemen: Nothing but my love for my Alma Mater and my old friend, Mr. Libbey, the giver of this beautiful building, could have persuaded me that it was my duty to leave my active professional life and come here to-night. I gladly come, however, to help dedicate this

beautiful building to the purpose for which it was given and in a way to speak for one who is too modest to speak for himself.

I have been given as a topic, "Auld Lang Syne"—a subject as broad as that I once took when a boy for a composition, which was, "Time and Space." With that it made no difference how I spoke or what I said, I was always within the limits of my subject. I sometimes think it is a pity that the ministers do not take some such broad text, so that they can stick to it, in whatever they say.

Judge Spear has, in his address, spoken very interestingly of the early days of these societies and of the college. Were there time I could add many other interesting things. The occasion of this building to me marks an epoch in the history of our beloved Alma Mater. We are to-night dedicating a building devoted to the development of public speaking, and I want to emphasize as strongly as possible the importance of this subject, and to urge upon all of my young hearers that they take full advantage of the opportunities made possible by these beautiful rooms, in this fine building, given by our generous friend, Mr. Libbey.

It is a very fallacious position for anyone to take that he can become a good and effective public speaker simply by reading. It is as important for a man or woman who wishes to become proficient in public speaking that he practice early and late and often and on all possible occasions, as it is for a man who aspires to play baseball or football or any other game, to practice faithfully; and I would urge upon you that if anything must suffer from lack of attention, it be other subjects and occasions rather than the opportunities offered by these debating societies. I am proud of the record made by our debating teams in their intercollegiate contests. It is a striking evidence of the results of the teaching and practice gained here at Bates. These beautiful rooms will be a further incentive to the development of this branch of learning that I hope will bear far greater fruit in the future than in the past. Far too few people are able to stand before an audience and express themselves forcibly and intelligently upon any topic; and chiefly from lack of experience.

I think Mr. Libbey has done wisely in devoting a building to this purpose, and I know I bespeak the sentiment of all alumni and alumnae in extending to him their heart-felt thanks for this generous gift. I am told that he plans to give the college another building. If in good taste and proper for me, I want publicly to suggest to him what from my point of view as a physician is the present most important need for our college, and to express the hope that he may see his way clear to fulfill that need—I mean a good, modern, up-to-date gymnasium. We can learn at any

time during our life but in this, the formative period of our physical bodies, we are laying the foundations that make for success or failure in future life, as we have good, healthful, vigorous bodies to do the work of the active minds that we are supposed to have gained from college training.

I want to draw another lesson, this time from the life of the giver of this building. It is said that "all the world loves a lover." It is equally true that all the world loves a winner. Mr. Libbey has been in the ordinary sense and understanding of the term, a winner in life. He has won his way to his present standing by hard work, close application, and the full determination to get there. When I knew him best, we were poor boys together in a fitting school, but in those days he showed the metal of which he was made, not only upon the baseball field where he was a famous shortstop, but also in the class-room, by the eagerness and thoroughness with which he applied himself to his studies. He did not wait for his opportunity. It is said that opportunity knocks at the door of every individual. Mr. Libbey not only heard the knock but opened the door. What he has done others like you may do. The bane of our present-day life among young people is to see how little service they can give to their employer, for their wages. The world is looking for the young men or young women who will always give a little more than they are paid for. Such persons are always in the line of promotion. It is as true to-day as in former days, that there is plenty of room at the top.

My wish for you, students of Bates, is that you may make yourselves worthy of this building and may achieve success from the training it may give you, and show to the giver your appreciation, by making of it the best possible use. My final message and wish is for you to find yourselves; find out that for which you are fitted, and then apply yourselves with industry to accomplishing the highest good.

In her Delivery of the Keys, Mrs. Gertrude L. Anthony, '01, oldest daughter of Mr. W. S. Libbey, said:

President Chase, Board of Trustees of Bates College, Members of Polymnia, Eurosophia, Piaeria, and the Christian Associations:

In behalf of the donor of the building, whose dedication we are celebrating to-night, I hand over to you, Mr. President, the deed and the keys.

May this house prove a home for intellectual, social, and spiritual improvement.

To us who give, it voices allegiance to our Alma Mater.

To you, Mr. President, may it be but a humble gift in recognition of your own untiring efforts for Bates.

President Chase in his Acceptance of the Keys in Behalf of the College spoke as follows:

Honored Madam: In behalf of the Trustees, the Graduates and the Students of Bates College, and, especially, in behalf of the Christian Associations and the Literary Societies of the institution, we accept with a gratitude that our lips can but feebly express, this beautiful and substantial building so gracefully presented.

No gift could be more in harmony with the spirit and genius of our college. Born of prayer, and cherishing as paramount the spirit of reverence for God and love for humanity, she has for years committed to her Christian Associations a large measure of responsibility for the maintenance and development of the Christian life of her students. She rejoices to-night in the generous provision for their moral and spiritual development which the erection of this building has made possible.

Not less appreciated is our benefactor's thoughtful anticipation of another great and growing need of our college. Through her entire history no feature of her life has been more unique and characteristic than her Literary Societies. Perhaps more than any other instrumentality they have contributed to bring to her both numbers and reputation. They have been an indispensable factor in training students to think upon their feet and in the face of an audience. They have contributed more than we can estimate to our national and even international reputation for success in intercollegiate debates. They have afforded a pure and healthful social life for the young men and young women of our college; and they fill a sacred place in graduate memories of student associations at Bates.

For this dual gift, for dual ends, each of signal and enduring importance, Bates men and women will owe through generations, nay, through centuries, an ever increasing debt of gratitude.

In ancient Rome the public Forum in which freemen gathered to be thrilled by the eloquence of their civic leaders, was enclosed on all sides by the sacred temples of the gods—thus signifying that true patriotism cannot endure apart from religion. It is under the happier auspices of a Christian civilization that we celebrate to-night in our Forum the living union beneath the same roof of the two great forces that have made and that alone can preserve us a nation—the educated conscience and the trained intellect of an intelligent and consecrated patriotism. May the religious life that shall be nourished here escape forever the taint of superstition and of fanaticism; and may the gifts and graces of eloquence that shall be disclosed and fostered here be forever dedicated to truth, justice, and humanity.

Men and women of the Bates Christian Associations and Literary Societies: I open for you the doors of Libbey Forum. Enter and take possession.

At the conclusion of President Chase's address the doors of the new building were thrown open, and the students and their friends were invited to enter. The three literary societies met in brief session and passed resolutions of thanks to Mr. Libbey for his generosity. The two Christian Associations held a joint business meeting in which similar resolutions of thanks were passed.

The building in general plan and in specific detail has been the subject of too frequent comment to need further mention at this time. All who have seen it unite in praise of its simplicity, dignity, and adaptability to the purposes for which the building is planned. Not only has Mr. Libbey left this enduring memorial of his interest and generosity to the College; but there will be developed in every student who now or in the future makes a right use of Libbey Forum such capabilities as shall be more enduring than the very structure itself.

THE CHENEY CLUB.

The Cheney Club held its annual meeting and banquet on the evening of Friday, October 22, 1909, at Manchester, N. H.

The members gathered in the parlors of the New Manchester House at 6 o'clock, and for an hour there was a merry reunion of Bates graduates from as early as 1884 down to 1909. The banquet was served in the large dining room, all the guests being seated at one large square table. It seemed as if the questions and answers could not fly back and forth rapidly enough to satisfy the many questions which each was eager to ask the other.

After the banquet the members adjourned to the reception room where Professor A. N. Leonard, the guest of the evening, spoke at some length of the affairs connected with the college. There was manifest a lively interest in all that the speaker had to bring, and he was frequently interrupted with questions from his auditors. Even at a late hour there were some who seemed loath to go, and thus end the happy annual gathering.

In the election of officers which was held during a brief business meeting George H. Harmon, '04, was chosen president, and George H. Libby, '89, vice-president; Miss Alice W. Collins, '95, was re-elected secretary-treasurer. The retiring president, Harry L. Moore, '01, was unfortunately unable to be present.

Professor Leonard was entertained, while in Manchester, at the home of Mr. and Mrs. George H. Libby.

THE STANTON CLUB.

The Stanton Club, which is the Bates Alumni Association of Maine, celebrated its annual reunion and banquet on the evening of February fourth, 1910, at the Riverton Park Casino, Portland. About forty members and guests were present. Prof. J. Y. Stanton was the guest of honor. Hon. Charles Sumner Cook, '81, of Portland, served as toast-master. Professor Stanton and Professor L. G. Jordan, '70, of Lewiston; Hon. J. R. Dunton, '87, of Belfast, and L. M. Sanborn, Esq., '92, of Portland, responded to toasts. A letter was read from President Chase. The necessity of taking a special car, in order to enable some who were present to take a late train, prevented further speaking and other exercises.

BOSTON ALUMNI ASSOCIATION.

The Alumni and Alumnae of Bates, who live in Boston or the vicinity, held their twenty-sixth annual banquet at Young's Hotel in Boston, on Feb. 11, 1910. About seventy-five members and guests of the association were present. L. J. Brackett, '94, the retiring president, presided over the business meeting and the after-dinner speaking. The following officers were elected for the ensuing year: President, Carl E. Milliken, '97, of Island Falls, Me.; Vice-President, Oren C. Boothby, '96, of Boston; Secretary, Richard B. Stanley, '97, of Boston. Among the guests of the Association were President and Mrs. George C. Chase, Miss Amy Morris Homans, Director of the Gymnasium of Wellesley College, Rev. George F. Mosher, D.D., of Boston, and Miss Helen Sanborn of Somerville. The speakers of the evening were President Chase, Dr. Mosher, who is a graduate of Bowdoin, an ex-president of Hillsdale College, and has been a long-time friend of Bates, Wm. F. Garcelon, '90, now graduate treasurer of the Athletic Interests of Harvard, Dr. L. M. Palmer, '75, Julian C. Woodman, '94, Rev. Arthur Given, '67, and George F. Bolster, of the Class of 1909. Mr. Garcelon in the course of his remarks spoke of what seemed to be lack of interest among the graduates of the more recent classes in the gatherings of the Alumni which are held in Boston and in other places; he believed, however, that loyalty to the College was strong. After the speaking was concluded an hour of sociability was enjoyed.

COMMENCEMENT WEEK

June 26-29, 1910

Sunday, 3.00 P.M.—Baccalaureate Sermon by the President in Main Street Church.

Monday, 9.00 A.M., 2.00 P.M.—Examination for Admission to College in Hathorn Hall.

7.45 P.M.—The Junior Exhibition in Main Street Church.

Tuesday, 7.30 A.M.—Picnic breakfast of the Alumnae Club on Mount David, followed at 9.00 by business meeting in Polymnian Room.—8.00 A.M.—The Annual Meeting of the College Club in Eurosophian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. Reunions of Classes of '75, '80, '85, '90, '95, 1900, 1905, at places and hours designated by the class secretaries.

Tuesday, 2.30 P.M.—The Class Day Exercises of the Class of 1910 in College Chapel. 8.00 P.M.—The Commencement Concert in Empire Theatre.

Wednesday, 10.00 A.M.—The Forty-fourth Annual Commencement in Main Street Church, followed by the Commencement Dinner in City Hall. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by President and Mrs. Chase.

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Ninth Series, No. 2

Bulletin
of
Bates College



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Lewiston, Me., March 1, 1912

BATES COLLEGE

LEWISTON,

MAINE

Circular of Information

Commencement, Wednesday, June 26, 1912

Fall Term Begins, Wednesday, September 18, 1912

GEORGE C. CHASE, D.D., LL.D., President

The Bates College Bulletin is issued quarterly, in December, March, June, and September. Bulletin No. 1 takes the form of the regular College Catalogue. Bulletin No. 2 is usually a Circular of Information, giving an account of the most important events of the preceding six months. Bulletin No. 3 emphasizes the plans for Commencement and the close of the college year ; it often contains features similar to those found in the Circular of Information. The fourth Bulletin is the President's Report to the Board of Fellows and Overseers.

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COLLEGE CALENDAR

June-September, 1912

June 13—Ivy Day	Thursday
June 14-21—Examination of College Classes.....	Thursday-Friday
June 23—Baccalaureate Exercises	Sunday, 3.30 P.M.
June 24-25—Examinations for Admission to College,	
Monday, Tuesday, 9.00 A.M., 2.00 P.M.	
June 24—Junior Exhibition	Monday, 7.45 P.M.
June 25—Annual Meeting of the Corporation.....	Tuesday, 9.00 A.M.
June 25—Class Day Exercises	Tuesday, 2.30 P.M.
June 25—Annual Meeting of the Alumni.....	Tuesday, 4.00 P.M.
June 25—Illumination of College Campus.....	Tuesday, 7.45 P.M.
June 26—Commencement.....	Wednesday, 10.00 A.M.
June 26—President's Reception.....	Wednesday, 8.00 P.M.
September 16—Examinations for Admission to College,	
Monday, Tuesday, 9.00 A.M., 2.00 P.M.	
September 18—College Year Begins	Wednesday
November 15—Tuition due.	
November 4-15—Sophomore Preliminary Declamations.....	1.30 P.M.
November 18—Prize Division	2.00 P.M.
Thanksgiving Recess, from 12 M., November 27, to 7.40 A.M., December 2.	
December 13—Christmas Vacation Begins.....	Friday, 4.30 P.M.

A NOTABLE LECTURE

The first lecture on the George Colby Chase Foundation this season was held the evening of January 26th, in the Pine Street Congregational Church. The speaker was President Booker T. Washington, of Tuskegee Institute. An audience of more than a thousand completely filled the church, including, in addition to the faculty and students of the College, hundreds of citizens of Lewiston and Auburn, and many teachers and pupils from near by towns.

Dr. Washington's subject was "The Success of Negro Education." He began by showing how impossible is any short-cut to a solution of the race problem in this country. Tactfully, but effectively, he made it evident that the white race is responsible for the presence of the negro in the United States, and showed furthermore that the negro has borne some helpful part in all the events of American history. His account of negro education was introduced by a thrilling recital of his own experiences when, as a ragged, unfriended little boy, just out of slavery, he made his way to Hampton Institute and began to secure an education for himself. He went on to tell how he started the school which grew into Tuskegee Institute, beginning with thirty pupils in a dilapidated shanty. He depicted the almost incredible difficulties which he surmounted and the splendid faith and grit which enabled him to succeed in spite of repeated failures.

In particular, Dr. Washington showed how Tuskegee Institute began a new departure, in training boys and girls, not merely for the professions, but to be successful wage-earners in various trades, and efficient heads of homes. He pointed out the vital need of such an education in order to gain any true solution of the negro's problems, and vividly described the opposition and prejudice which his new ideas encountered, and the gradual steps through which they have been realized.

Finally, the speaker showed how the work of Tuskegee and the many other schools which have patterned after it is actually telling for the betterment of the negro race. For this purpose he cited statistics of farms owned and of business enterprises and improved educational facilities, thus giving graphic examples of the uplifting of communities by men trained in these schools. Already, he showed, after less than fifty years of freedom, the negro is further advanced, in economic condition and in education, than many people of southern Europe.

Dr. Washington showed himself a masterly speaker. He at once brought himself into cordial relations with his audience, and carried

their interest and sympathy into each phase of his thought. Apt and amusing stories were used with wonderful effect to drive home important truths and fix them in the memory, and bits of vivid reminiscence or anecdote served to make his ideas concrete and hold the hearers to unremitting attention. The good humor and satisfaction of the audience were evinced by repeated bursts of applause, and their deep interest by the absorbed manner in which they listened throughout the crowded house.

One could not help being impressed with President Washington's wonderful optimism, his cheerful facing of problems and hardships, and his broad tolerance and sympathy. He showed sincere appreciation of all that is being done, North and South, for the advancement of the negro, and made it evident that in his work he is aiming to benefit the white race equally with his own, in a spirit of genuine friendliness and helpfulness to both.

THE CHRISTMAS TOUR OF THE MUSICAL CLUBS

The Musical organizations of the college, including the Men's Quartette, the Glee Club, the Banjo and Mandolin Clubs, during the Christmas recess made a concert tour through New England, and were everywhere most enthusiastically received. Concerts (nine in all) were given at the following places: Portland, at Rochester, N. H., at Merrimac, Amesbury, Plainville, Medford, Stoneham, and Woburn, in Massachusetts, and at Providence, Rhode Island.

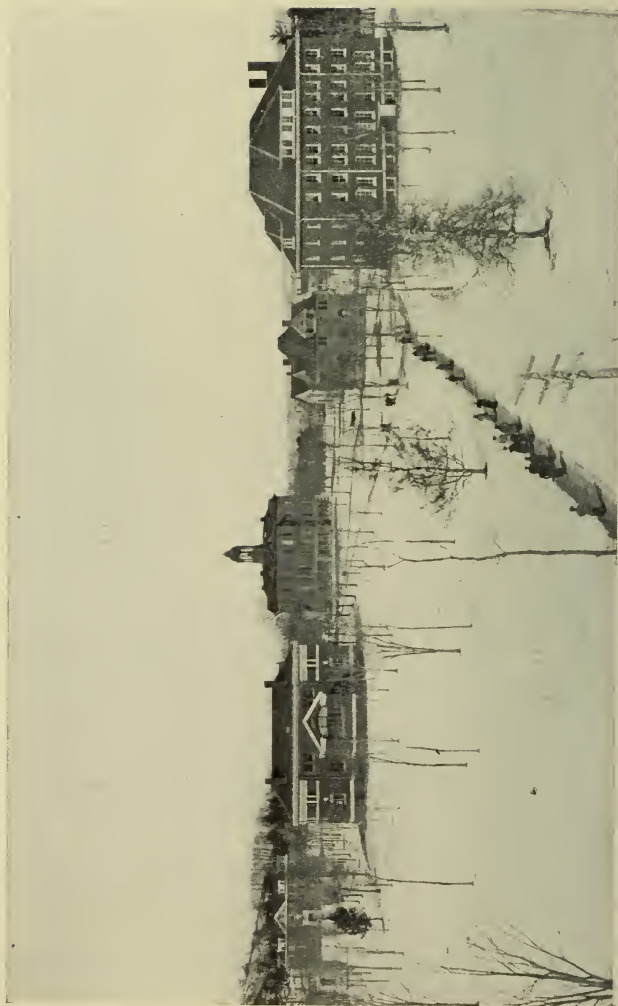
The reports of the concerts were not mere compliments. The Medford paper says, "A large audience filled the hall to its utmost seating capacity, and was most enthusiastic in its applause of every number. The numerous encores, of necessity, added to the length of the program but did not cause weariness to the audience, which listened to the closing number with the same rapt attention shown at the beginning.

"While all contributed excellent work to make the concert so enjoyable, H. P. Davis, violinist, is worthy of special mention. In his violin solo, 'The Cradle Song,' the exquisite and soft quality of the tones kept the audience spellbound."

The Attleboro Chronicle reports of the concert given in Plainville that "Numerous College Glee Clubs have visited this section in past years but it can be said without fear of contradiction that none ever made a better impression upon an audience than did the Bates Club last night." The Amesbury paper says, "Such a concert and entertainment has not been heard in the up-river towns for many years, for the musical clubs which included the Glee, Mandolin and Banjo Clubs proved to be a delightful aggregation of entertainers."

Such paragraphs as these, expressing the satisfaction of the audiences and approval of the excellence of the concerts, might be many times multiplied. Besides these public words of appreciation the clubs were gratified, also, by many personal expressions 'from various members of the audiences they entertained.

Indeed, it is nothing more than justice to the clubs to say that in musical talent, in harmonious unity of action, and in nerve and spirit, the musical organizations for the last two years are worthy to rank with the organizations of our leading colleges and universities. This is due in part to the exceptional ability of a few members who can be utilized for solo work, but, also, in part to the high ability of all the members. And when it is remembered that during the year the clubs have had the services of only student leaders, their success is all the more creditable.



View of Campus

One of the pleasing features of the trip was the fact that the concerts were very generally utilized as places of rendezvous for the graduates in the cities and towns neighboring the places where concerts were given. It was no unusual experience to find a group of graduates gathered in some part of the hall and to hear the college yell burst forth from lungs no longer constantly in such active service. The college has reason to be proud of the year's record along musical lines and is glad to feel that the clubs have had an opportunity to come, in this way, into active touch with her alumni and alumnae.

THE DAY OF PRAYER

The annual Day of Prayer for Colleges was appropriately observed at Bates on the twenty-fifth of January. The day was awaited with unusual interest by all having the religious life of the college at heart. For the first time in the history of the college we have had the service of a trained and experienced Y. M. C. A. resident secretary. Mr. Cushman had been working quietly but effectively since his arrival, and preparations for a profitable Day of Prayer had been carefully and prayerfully made.

On the evening of January 24, Rev. H. P. Woodin of Auburn spoke before the Y. M. C. A. from the topic: "Why a Day of Prayer for Colleges." This sympathetic and forceful address was of pronounced advantage in inducing a helpful attitude of mind for the following day. At 9.15 on the morning of the twenty-fifth each class held a prayer meeting, leaders being chosen from the respective classes. At 10 A. M. the students gathered in the chapel for the formal service. President George C. Chase presided and was assisted by Rev. A. T. Salley of Lewiston. Special music of a high order was furnished by the chapel choir.

The speaker of the day was Rev. Enoch F. Bell, assistant secretary of the Congregational Foreign Mission Board. Mr. Bell is a graduate of Yale, 1898, and of Auburn Theological Seminary. For some years after his graduation he was a missionary in Japan; and his address was largely the results of his experiences in that country, and a call to minister to the needs of peoples as yet ignorant of the Christian religion. His theme was "International Citizenship." He wished that his hearers might become "International Citizens"; that he might help the students to a larger view, to a wider vision of their responsibilities; and to responsibilities, not in a limited local sphere, but to the responsibilities of world citizens. He would have them constitute "The International Improvement Company, Unlimited." The world to-day needs ideals of the highest type; and the college men and women offer in large measure the key to the solution of the grave problem of presenting these ideals. The potentialities of consecrated college men and women are measureless. Mr. Bell drew on his own experience and observation for thrilling examples of heroic service rendered by consecrated students in foreign fields. An interesting feature of many of the illustrations was the fact that the men, while in college, had been leaders in athletics, and had been earnest workers in the religious life of their institutions. Heart-stirring incidents

were related from the lives of such leaders in righteousness as Robert Gailey, Gordon Hall, Hiram Bingham, Edward Fairbanks, and Miss Alice Adams; all of them giving of themselves in the foreign service; all of them willing to lose their lives, if need be, in Christian work. Mr. Bell said that he believed the fundamental ideals dominant at Bates are of the kind needed in the world at large. He appealed vigorously to the students to be diligent in upholding these ideals and in working for the needs of humanity at the present time.

In the afternoon the Y. M. C. A. held a meeting which was led by President Chatto. It is believed that the good results of the Day of Prayer were many; and that the student body will long remember the enthusiastic and effective address of Mr. Bell.

THE YEAR IN DEBATE

Arrangements have been nearly completed for two inter-collegiate debates to be held early in May; one with Colgate University in Lewiston, and the other with Clark College in Worcester. They will be held on the same night and will be on the same question. Our two teams for these debates will be chosen early in the second semester, from men in the advanced course in debating. Clark is to submit the question to us and we in turn shall submit it to Colgate for choice of sides. In our debate with Clark we shall take the side chosen by Colgate. This arrangement, by which we shall have a Bates team to debate each side of the question, will give us nearly all the advantages of a triangular contest. We are assured, moreover, of two good debates. Clark has always proved an opponent worthy of our greatest efforts. Out of the five contests that she has held with us, she has won two and has given us no easy victory in the others. Colgate has an excellent reputation in debating. We understand that last year she won in her debating contests with two very strong institutions. We are fortunate in being able to enter into debating relations with her.

The Sophomore prize debates just completed have been of merit. Several of the contestants have given promise of becoming strong debaters, fully capable of defending the good name that Bates has so long borne. An interesting feature of these class contests has been the excellent work of the women participating. In three out of the six divisions, the prizes were won by women; and two of the positions on the champion debate were awarded to them. For some time previous to this year, sophomore argumentation has not been required of the women students. Good reasons may exist for excusing them from this course in future; but if we may judge from their work this year, no such reasons can be found in their inability to construct and to deliver convincing arguments.

The prizes in these debates were awarded as follows: In the first division to Flora Marion Lougee, in the second to James Roy Packard, in the third to Elsie Elizabeth Judkins and Etta May Rowell (the prize was divided), in the fourth to Herbert W. Hamilton, in the fifth to Helen Jane Downs, and in the sixth to George Charles Marsden. The six champion debaters, chosen from the class as a whole, are Miss Downs, Miss Lougee, Mr. Marsden, Mr. Packard, Donald Barrows Partridge, and Arthur Elwood Tarbell. The two alternates for the champion debate are Nicholas Andronis and William George Tackaberry. The questions debated were as follows:

A constitutional amendment should be secured, providing for the election of United States senators by direct vote of the people.

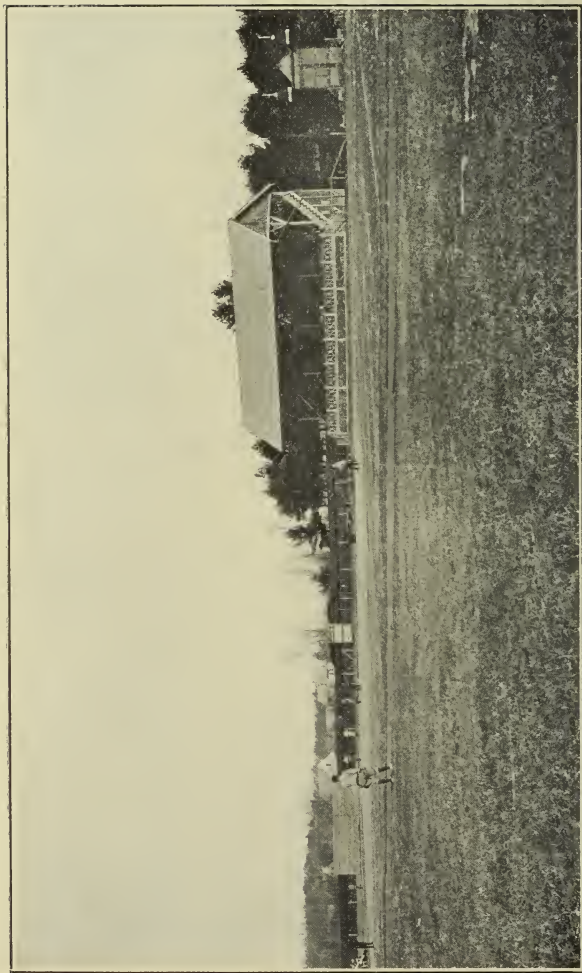
For the state of Maine, local option is preferable to state wide prohibition.

The principle of the indeterminate sentence and parole should be applied in the treatment of all convicted criminals in Maine.

Laborers in the United States should be insured against unemployment.

Arbitration for the settlement of industrial disputes in the United States should be made compulsory.

A material reduction in immigration into the United States is desirable.



Garcelon Field

ATHLETICS

The track season last autumn began Oct. 9th, a little late, owing to trouble with the mail arrangements at Parker Hall. Much interest has been shown in the track work. Seventy-one candidates were out trying for the team until Oct. 31st, when we had our regular Fall class games. Much interest was shown. Then the cross country season began with between thirty and forty men out. This continued until the race with Bowdoin at Brunswick, Nov. 21st. This is the first time Bates ever had a cross country team. The fellows showed great interest and, considering their lack of experience, did well. The race was one of about four miles. It was to have been in Lewiston, but a heavy snowfall came ten days before the race. This prevented our men from doing any cross country work and the race was finally transferred to Brunswick where there had been no snow at all. Several class cross country and road races were run during the team's preparation for the Bowdoin race.

The first one was a road race of a little over two miles, and was a handicap with a two-minute limit. This was won by Bartlett with a two-minute start. Deering, with 15 sec. start, was second. Tibbetts was third, with 1 min. 30 sec. start.

There were 17 starters in this race. The fastest time was made by Deering, 12 min. 29 sec. Parker, the scratch man, took 12 min. 43 sec.

Nov. 11th we had our first class cross country race with 21 starters. The Class of '13 with Deering, Allen, Houston and Sawyer, won.

This brings us to the Bowdoin-Bates race Nov. 21st. The score in this race was:

Hall, Bowdoin, 1st; time,	24.56
Deering, Bates, 2d; time,	25.7
Tarbox, Bowdoin, 3d; time,	25.35
Parker, Bates, 4th; time,	25.51
Haskell, Bowdoin, 5th; time,	27.19
——, Bowdoin; 6th.	
Sawyer, Bates, 7th.	
Timberlake, Bowdoin, 8th.	
Houston, Bates, 9th.	
Ellis, Bates, 10th.	

Score: Bowdoin, 23 points, Bates 32.

This ended the autumn season. Jan. 3, 1912, the track season started with every prospect of Bates having the best track team she ever had.

A new board track was put down last autumn. We sent quite a delegation to the B. A. A. games at Boston, Feb. 10th. We lost in our relay race with Colby. Two of our men were in poor condition owing to colds. Colby won by 20 yards.

With our winter meeting about the 20th of March our winter season ends. April 9th, the end of the spring recess, the outdoor track work begins. We have a very hard schedule, as there will be but five weeks to prepare the team for the Maine Intercollegiate May 11th, the New England Intercollegiate May 17th and 18th, with a possible dual meet May 4th. Some time the last of April comes our class meet.

LECTURES FOR WOMEN

Through the generosity of Miss Olivia Phelps Stokes frequent addresses have been made possible for the women of Bates College this year. There have been both informal talks and more formal lectures. Among the talks have been three: the first by Clarence F. Birdseye, Esq., of New York, on "The Opportunities of the College Home;" the second by Professor John Francis Woodhull, of Columbia University, upon "Some Simple Applications of Principles of Chemistry and Physics in the Home;" the third by Justice Savage, of the Supreme Court of the State of Maine, upon "Laws of the State of Maine of Particular Interest to Women."

A more formal lecture in the same course was given at the Main Street Free Baptist Church by the eminent sociologist, author and lecturer, Prof. W. I. Thomas, of Chicago University, upon "Woman and the Race."

Among the addresses that will follow in March are one upon "Mothercraft," by Doctor G. S. C. Badger, of Harvard University; one by Mrs. Laura E. Richards on "Useful Womanhood as Seen in the Life of Julia Ward Howe;" and one upon "Opportunities for Women Other Than Teaching," by Miss Sarah E. Arnold, Dean of Simmons College.

DEPARTMENT OF HOUSEHOLD ECONOMY

To deepen the interest in woman's work there has been organized, this year, a department of Household Economy. Miss Miriam Birdseye has the courses in charge. They consist of Bacteriology for one half year, followed by Household and General Sanitation the second half year, supplemented by talks in the Fiske Room upon Direction for the Care of the Sick Room and upon Dietetics, etc.

FINE ARTS COURSE FOR BOTH MEN AND WOMEN

The course in Fine Arts, conducted by Dean Woodhull, has been extended for the whole year, elective for Juniors and Seniors. Many rare slides have been purchased and the lectures are largely illustrated. In addition to these pictures, there are two hundred owned by every student in the class; and these form the basis of the study supplemented by readings in the library. A large number of beautiful photographs of the paintings of old masters have been given to the College by Miss Annette P. Rogers and are at the disposal of the Art Department. It is hoped that a rare collection of Arundel prints will soon be added to the treasures of the College. Two paintings, copies of Titian's, have been given to the College through the generous interest of the late Miss Sarah Read, of Boston.

Through the courtesy of William Rowell Derrick, the College has enjoyed the loan for two months of four landscapes of great beauty. The expenses of transportation of these paintings have been met in part by the co-operation of more than forty ladies of Lewiston and Auburn. It is hoped that a permanent art association may be formed.

VESPER SERVICES

Dr. A. W. Anthony gave the first vesper address of the year January 8. Taking for his theme, "Where Life Counts the Most," he said that childhood is dominated by the desire to obey, youth by an effort toward self-realization, and manhood by the question, "Where can I best fit into the work of the world?" He said further that the important thing is not the place a man fills, but how he fills it. Any profession may be glorified by a righteous life of justice, sympathy, and helpfulness. Dr. Anthony then spoke of the opportunity for service in the ministry and of the part played by missions in world-civilization.

On January 14 Mr. S. R. Oldham gave a talk on Maeterlinck's drama, "The Blue Bird." He called attention to its method of direct presentation, its quiet humor, its apparent simplicity but real depth of thought and suggestion, and its idealistic teaching that our faith creates our world, and life is cheap and commonplace only when we so will it. Final happiness, Maeterlinck teaches, is not found in the past or future. Spiritualism does not reveal it, and to science it is hidden. In the human heart, alone, it resides,—the result of the way we look upon life.

Rev. Albert W. Jefferson, of Portland, spoke on February 11. He talked on the vital, manly religion of to-day and contrasted it with the sentimental type of former years. He asked three personal questions; namely: "What is the supreme purpose of your life? What is the predominating practice of your life? What is the real source of the deep and true pleasures of your life?" He said the character of a man depends upon his answers to these questions. In closing he showed how Christ answered them; by having a steady purpose to do the will of God, following this purpose fearlessly, and, consequently, experiencing a genuine pleasure in living.

February 25 Rev. Henry E. Dunnack, D.D., of Augusta, talked on "The Story of an Old College Picture." Beginning with the story, a picture of St. Peter at the Temple gate, he went on in an interesting manner to apply its lesson, that those gifted in mind and strong in character owe a responsibility to the man who is down from misfortune or sin. His talk was enlivened throughout by many excellent stories illustrating this central theme.

On March 3d Professor William H. Hartshorn gave an exceedingly interesting talk upon "Some Cathedrals, Churches, Monasteries, and Other Places of Europe." In addition to the description of many famous places

visited in his travels abroad, he told many of the stories and legends that cluster about them.

Rev. C. G. Mosher, of Augusta, was the speaker on March 10th. Taking as his subject, "The Other Wise Man," he followed the thought of Henry Van Dyke's story, using his own words for its expression. He gave a helpful and inspiring talk. Much interest was felt in Mr. Mosher's announcement of a thousand dollar scholarship fund for Bates. This is the gift of the late Miss Helen Hinkley, of Augusta, from the very beginning of Bates a warm friend who made for the College other friends and who interested worthy and earnest boys and girls in coming here as students.

All the services have been held in Libbey Forum. Attendance has been entirely voluntary and about fifty men have been present each Sunday. Rev. John H. Nolan, of Lewiston, is to be one of the other speakers.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION

The coming to Bates of a General Secretary opens a new era in the College Association. Under the leadership of a man fitted as the new Secretary is for the task, the Christian Association now attains the dignity of a regular college department. Arthur Glenn Cushman, who came to Bates in November to assume charge of the Christian activities of the students, was graduated from Morningside College, Iowa, in 1908. For two years he was General Secretary at Highland Park College in Des Moines, where he did excellent work in organizing and establishing on a permanent basis the Young Men's Christian Association. The next year Mr. Cushman was State Student Secretary for Iowa and had general supervision of the work in thirty colleges and universities. That position required a great deal of absence from home, and so the offer of the position at Bates was attractive to him. He has already won the esteem of both Faculty and students, and has made the Christian Association a larger factor in the life of the College and of the city.

An outline of the new activities and the changes in organization inaugurated by Mr. Cushman will show that the Association is destined to occupy a large and helpful place in the life of the College. It is worthy of note that the Association now has a central office, where the Secretary may be found at his desk every day. The office is in Roger Williams Hall, in the lecture room formerly used by Dr. Anthony. Here at almost any hour in the day one may find a committee discussing with Mr. Cushman some problem connected with Bible Study, or Social Service, or Devotional Meetings, or Finances. A telephone connects the office with the rest of the College and the city, and in this way the office is becoming a means through which the College may benefit the city and the city the College.

The study of the Bible is regarded as a thing of first importance. The number of Bible-Study groups among the students has been increased, and better and larger plans are being made for the next year. Every Sunday afternoon Mr. Cushman meets with a group of students and Faculty men to study methods of teaching Bible classes of boys. Classes for the study of missions have been organized as in other years. Mr. Cushman has arranged for these classes and he and Mrs. Cushman are both conducting mission-study classes.

The Wednesday evening meetings and the Vesper Services on Sunday are in part in charge of the General Secretary. It is expected that many improvements will be made with respect to attendance on these meetings



Rand Hall

and the general plans and programs for them. The care of the various student conventions at Bates and at the other colleges to which Bates sends delegates falls largely on the new Secretary. He was very successful in getting a large delegation to go to the Convention at the University of Maine. In connection with this it should be said that the recent visit of Mr. Harrison Elliot to Bates was due to the influence of Mr. Cushman. Mr. Elliot, who is the International Secretary on Bible Study, gave a most scholarly address on the Bible at Chapel, and in the evening he delivered an illustrated address on China.

The new departure that is most attractive to the friends of the College in the city is the Social Service Bureau. A large number of students have been influenced to pledge themselves for one or more of the following kinds of practical work in the city, without pay: to lead boys' clubs, teach Sunday School classes, serve as Boy Scout Masters, furnish instrumental and vocal music, conduct religious services, teach gymnastics, conduct social settlement work, coach baseball, football, basketball, and in general help in any way possible in the social and benevolent work of the city. Already students are teaching Bible classes in the churches, leading a boys' glee club, assisting in the work of the Boy Scouts, and doing social settlement work. In this way it is hoped that the College and the city may be brought into close and helpful relations.

The Employment Bureau is another new department of the Christian Association work. Mr. Cushman has in his office a list of students who wish to find work in the city in order to help pay their college expenses. Every week several calls come to the office for boys to do some service in the city. It is believed that the new Secretary will be able to make this feature of the Association a most helpful one to the many boys who are paying their own way through College.

Perhaps the most important change in the organization of the Association is the appointment of an Advisory Board. This Board consists of two members of the Faculty, two members resident in the city, two undergraduates, the General Secretary, and the President of the Association. This will be a permanent Board to advise and direct in a large measure the activities of the Association. Many new committees have been appointed, and are busily engaged in promoting the religious interests of the student body. Since the arrival of the Secretary about one hundred new names have been added to the membership list of the Y. M. C. A.

STUDENT CONFERENCE AT ORONO

The Fourth Annual Student Conference of the State Y. M. C. A. met at the University of Maine, in Orono, Feb. 16, 17, and 18, 1912. The Bates delegation of 32 men, the largest college delegation at the conference, left Lewiston Friday noon. The company included Mr. Cushman, the new general secretary, Prof. A. N. Leonard and Mr. S. F. Harms of the Faculty.

Upon arrival at Orono the fellows were welcomed by the U. of M. students and soon assigned to lodging places, where they were splendidly entertained during the conference.

On Friday evening the annual banquet, given this year by the business men of Oldtown, was held in the Oldtown City Hall, which was appropriately decorated with the banners of the various colleges and schools represented. The affair was completely successful, and the delegates manifested their enthusiasm by an almost incessant cheering and singing of school songs.

After the banquet proper, Dean Merrill of the University was introduced as toast-master and some ringing speeches followed. Of special interest to Bates men was the address by Mr. Cushman on "The Efficiency of the College Man."

The first session on Saturday morning was taken up by reports of the different delegates in regard to the work of the Association in their schools. The Bates delegation was the first to be called on, and, in a statement of the work which it had actually accomplished, was able to make a very favorable showing, particularly along the line of social service, to which especial attention has been given under the direction of Mr. Cushman.

The remaining sessions of the conference were devoted to helpful discussions and talks by such men as David Porter and Harrison Elliot.

FRESHMAN GREEK PRIZE

Through the generosity of Rev. William Bertrand Stevens formerly of Bates, '06, Curate of St. John's Church, New York City, a prize of ten dollars has been offered to the member of the Freshman Class whose scholarship in Greek should be highest during the First Semester. Competition has been keen, and there are several young men and women who have been worthy candidates. The highest place, however, has been won by Louis Jordan, of West Falmouth, and to him the prize has been awarded. Mr. Jordan is the son of a Bates alumnus, Rev. Israel Jordan, '87.

CARNEGIE SCIENCE HALL

Carnegie Hall is rapidly approaching completion. It would have been ready for occupancy, doubtless, during the present semester, had it not been for a vexatious delay in the delivery of the artificial stone required for the cornices. This unexpected hindrance has postponed till the arrival of milder weather the roofing of the building and much of the inside work. The structure is already impressive and when finished will be distinctly beautiful as well as useful to a degree that professors and students will be prepared to appreciate. The equipment for the work in Biology and Physics will be thoroughly modern and the facilities for study in these departments will be improved a hundred fold. The laboratories have been carefully designed under the direction of Professors Pomeroy and Whitehorne, and in convenience and usefulness will not be surpassed in Maine. Students intending to be Civil, Mechanical, and Electrical Engineers, will find the methods, courses, and appliances admirably suited to their needs. Our work in Biology, which has already won recognition in the graduate schools of leading universities, will be correspondingly increased in value. The building will, it is anticipated, be ready for inspection before Commencement and for its destined purposes by September next.

A CHAPEL AND A GYMNASIUM

The President in his annual Report to the Trustees has for several years been emphasizing the startling need of two buildings—a Chapel, and a Gymnasium for the Men of the College. The large room in Hathorn Hall that for more than forty years has been used for morning prayers has at length, through the steady increase in the student body, become utterly inadequate for comfort, health, and even safety. Frequently since the present college year began all the seats, to the very front, have been crowded and this after the alcoves and other available spaces have been utilized to the last degree. Only the consumption of from ten to twelve minutes after the close of the daily service permits the students to leave the room without positive danger to life and limb. Moreover, the necessity of holding college rallies and Ivy and Class Day Exercises in the only room available for these purposes has completely divested the place of the associations that promote the spirit of worship.

Under such conditions no news could be more welcome at Bates than that the money required for a commodious and beautiful Chapel is already in the College Treasury, that plans for the building are well under way, and that ground will be broken and the entire work pushed forward as rapidly as may be consistent with the best results.

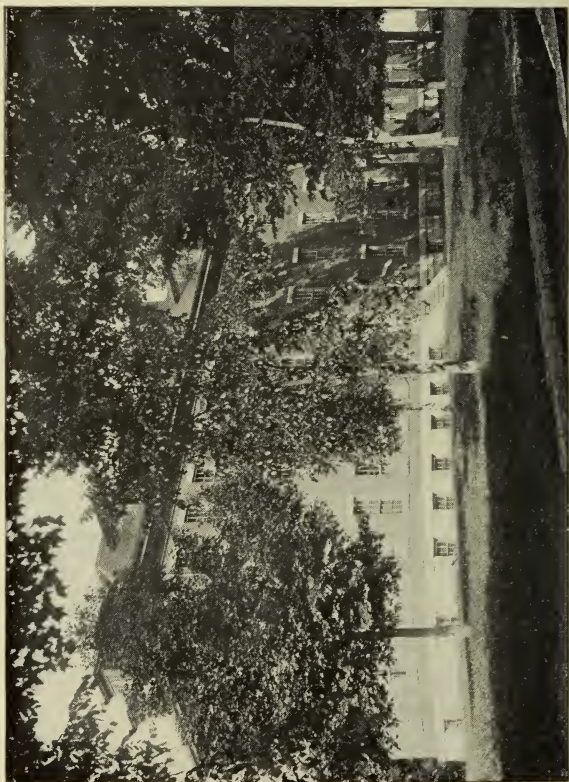
The Chapel will be of stone, Gothic in style, of the English Collegiate order, and will have a seating capacity of about nine hundred. The site selected is near Parker Hall, just inside College Street and opposite Coram Library. Lengthwise the building will be parallel to College Street. There will be three or four entrances, the main, ornamental one, on the end facing Skinner Street. The architects are Coolidge and Carlson, 89 State Street, Boston. They are leaders in their profession and have had large experience as designers of churches and chapels. The name of the generous donor of the building, and, also, of the organ to be placed in it, is withheld till the chapel shall be ready for occupancy. This latest gift to Bates is the largest, with a single exception, ever made to her at one time and the only gift carrying immediately to the College Treasury a large sum of money with no condition whatever save that the building which it ensures be worthy and be devoted forever to its sacred purpose. Let us "Thank God and take courage."

A GYMNASIUM

A Gymnasium for the men of the College, our remaining distressing need, as regards buildings, is yet to be secured. Perhaps this need can be best presented by a quotation from President Chase's last Report to the Trustees of Bates: "It seems certain that no other New England College is seeking to meet the exacting demands for health and physical development with so outgrown, inferior, and unattractive a gymnasium as the building which bears that name at Bates. The cost of this small wooden building, now nearly fifty years old, could not have been more than five or six thousand dollars. (\$4,600 is nearer the actual amount.) It has almost none of the essentials of a gymnasium except the very limited space offered for exercise. The \$100,000 needed to construct a modern gymnasium suited to the requirements of 300 young men could not anywhere meet a more apparent and painful need, or contribute more to physical culture than at Bates. The immediate erection of a gymnasium for our young men might well engage the interest of some large-hearted philanthropist. But the Alumni of Bates should not wait upon the generosity of the rich. Every man of the number will, if loyal to his College, insist, even if his means be very limited, upon helping to remove the reproach of our present small, unsightly, and decaying building, by helping to secure a structure worthy of his College."

A joint committee representing both the Alumni and the Trustees has been chosen to aid the President in raising the required \$100,000, and they have, it is understood, plans on foot for an active canvass. The President is using every moment available in endeavoring to secure contributors both for the Gymnasium and for the full \$500,000 fund for which the Executive Board have asked him to solicit subscriptions. Every new building on the Campus calls for a larger endowment.

It is understood that all who desire to do this can concentrate their giving upon the Gymnasium. Thus far a few subscriptions from persons not directly connected with Bates have been received for this purpose. A few of the Alumni, also, have anticipated the organized efforts to be made and have sent money or pledges. The returns thus far, though limited, indicate that our women graduates are quite as alert as our men in forwarding assurances of aid for an enterprise not in the direct interest of their own sex. To expect our graduates unaided to give the \$100,000 desired for a Gymnasium would, indeed, be preposterous. Of the 1515 living men and women who have received diplomas from Bates, 53 per



Parker Hall

cent have become teachers, ministers, missionaries and social workers; and 35 per cent are women. 551 of our graduates have left college within the last 7 years and 1063 within the last seventeen years. Of all the children of Bates scarcely one has inherited wealth and few have sought it. Under these conditions a contribution of \$30,000 from her graduates would show splendid loyalty.

The undergraduates, both men and women, are alive to the demands of the hour. They probably represent as little material wealth as any body of college students in our country; and many of them are struggling with sharp personal needs. But with intense loyalty they are coming to the front as exemplars of unflinching self-denial. The Seniors are seeking to make pledges that shall aggregate \$1,500 or more; and the other classes are following their lead—although further removed from the time when they may hope to take up regular paying work. The Faculty, too, are responding; and it is believed that the aggregate of pledges from them and from students will not be less than \$6,000.

THE USES TO WHICH A BATES GYMNASIUM

should be put make their own strong appeal. While a Gymnasium for college young men is now held by the world's educators to be indispensable for a complete education, and even a primary condition for developing well balanced men, the grounds upon which Bates asks this addition to her resources are even broader and more obvious. A Gymnasium at Bates, while it is practically the only means for removing the almost prohibitive restrictions upon appropriate exercise imposed by the Maine climate during nearly half of the college year, has other ends to serve both for the college and for the community that are vital and far reaching. A college gymnasium, though it incidentally contributes to worthy success in athletics, has as its chief justification and inspiring motive aims as comprehensive as human life. It is understood to-day, as never before, that a healthy body is not only an essential condition, but a vigorous ally of a sound mind and even of a pure heart; and that whatever a student's vocation is to be, systematic physical culture will add enormously to his efficiency as a man and a citizen.

But at Bates there are more specific reasons for maintaining a gymnasium. 42 out of every hundred of her graduates become educators, and no educator to-day is ready for his calling without at least elementary knowledge of the approved means of bodily exercise. The Bates graduate that

knows gymnastics commands a premium as a teacher, and often owes his appointment to his record in the gymnasium. Further, healthy physical training broadens a man's sympathies and frequently gives him a key to the hearts of boys and of young men that permits him to help them in their deepest personal needs. It is suggestive in this connection that the best developed physically of all the men whom Bates has sent out, has recently relinquished a lucrative law practice in a great Western city, in order to give his entire time to the work of the International Y. M. C. A. Committee; and that he was led to this step through his absorbing interest in the moral improvement of hundreds of unfortunate and undeveloped boys.

But Bates has given even more definite proof of her right to a good gymnasium. Under the inspiration of her Y. M. C. A., her young men have been active in organizing and carrying on Boys' Clubs in Lewiston and Auburn with their thousands of boys needing mental and moral uplift. They have now 185 boys in the Sunday Schools of Lewiston and Auburn (including 30 from the High Schools) who have been brought under these helpful influences through the opportunities afforded them in our cramped gymnasium with its meager facilities. They are giving time and energy to the Junior Citizens' Club and to twenty-five other boys with whom facilities for physical training under college students is the drawing factor. Fully 250 boys are sharing in these freely offered advantages under the care of nearly 40 Bates men. With a gymnasium equal to her needs and her opportunities for service, the College could increase her usefulness to the community many fold. And in few communities, if any, are opportunities for social service greater.

Finally, Bates has no fitting place for student mass meetings or for those educational gatherings for which with a suitable audience room she would be one of the best centers in New England. A large room, such as would form a normal part of a modern gymnasium, would help her to rise to the height of her opportunity as an institution broad and strong enough to assure to her students the three-fold culture of body, mind, and soul, and to the nearly 45,000 people about her and to the State as a whole intellectual and spiritual influences that she would be peculiarly prepared to impart.

THE CHENEY CLUB

The Cheney Club—the organization of Bates graduates living in New Hampshire—held its meeting this year at Concord. The gathering was held at the Eagle Hotel in that city, on the evening of October 20th, and seventeen members were present, among them Hon. Cyrus H. Little, '84, George H. Libby, '89, Principal of the Manchester High School, Rev. T. H. Stacy, D.D., '76, Alvin E. Thomas, '88, Principal of Austin Cate Academy, Rev. F. M. Buker, '89, Elmer E. Sawyer, '88, George H. Harmon, '04, Principal of Penacook High School, as well as a good representation of more recent graduates. After a dinner, whose excellent menu was seasoned with many reminiscences of old college days, Mr. Harmon, as President of the Club, called the company to order. The usual business was transacted, and then the guest of the evening, Professor George M. Chase, of Bates, was introduced, and gave an account of progress at Bates—improvements and prospects in the various departments of college life. Professor Chase answered many questions from the various members of the Club; and the remainder of the evening was occupied in exchanging further reminiscences of old times at Bates. The officers elected for the coming year are: President, George H. Libby, '89; Vice-President, Hon. Cyrus H. Little, '84; Secretary, Miss Alethea C. Meader, '09.

THE STANTON CLUB

The annual banquet of the Stanton Club, held at the Congress Square Hotel in Portland on the evening of Feb. 2, was one of the most enjoyable of the many which that club has held. It was especially pleasing to all again to greet Prof. Stanton as the honored guest of the evening, and to hear him speak, with his characteristic modesty, of the pleasure he felt in meeting again with the "boys and girls" of Bates.

The banquet was especially noteworthy because at this time the first announcement of the gift of \$50,000 for the erection of a new chapel at the college, was publicly made through a letter from President Chase to Hon. Scott Wilson, '92, president of the club, who presided over the post prandial exercises.

It is needless to say that the news was received with great rejoicing. It was such great news that even "O. B." could hardly take it in. Though

told of it early in the evening, he said he did not really grasp the happy fact until the letter was publicly read.

The speakers, beside Prof. Stanton, were Prof. Hartshorn, who told of the growth of the college; Dean Woodhull of the college, who told something of the work she was trying to do, and hoped to be able to perform, and who created a most favorable impression upon all as the right woman in the right place; John L. Reade, '83, who spoke of athletics at the college, John R. Dunton, '87, who had a "roving commission" but made one of the best speeches of the evening, and Hon. O. B. Clason of '77.

At the conclusion of the speaking officers were elected as follows: A. C. Yeaton, '93, President; L. B. Costello, '98, Vice-President; L. M. Sanborn, '92, Sec.-Treas.; Scott Wilson, '92, Dr. L. L. Powell, '00, Jed F. Fanning, '93, Miss Cora Edgerly, '99, and Mrs. Blanche Porter Haskell, '91, Ex. Com.

Those seated about the tables were: Scott Wilson, '92; Marianna Woodhull; O. B. Clason, '77; J. Y. Stanton; Elizabeth M. Wilson; W. H. Hartshorn, '86; L. M. Sanborn, '92; Mrs. L. M. Sanborn; L. G. Jordan, '70; Mrs. L. G. Jordan; Harriet T. Milliken, '04; L. M. Webb, '70; Mrs. L. M. Webb; Geo. M. Chase, '93; Mrs. George M. Chase, '00; Mrs. Abbie E. Edgerly; Cora E. Edgerly, '99; Ellen F. Snow, '90; A. C. Yeaton, '93; Leonora B. Williams, '91; C. R. Smith, '91; Mrs. C. R. Smith; A. W. Lowe, '00; Chas. L. Foster, '00; Fred E. Pomeroy, '99; Mrs. Fred E. Pomeroy; Mrs. L. L. Powell, '00; Dr. L. L. Powell, '00; Maud L. Thurston, '05; Jed F. Fanning, '93; Mrs. Jed F. Fanning; Lula M. Wormell, '06; Isabel M. Kincaid, '11; L. A. Wardwell, '03; A. T. Maxim, '05; John R. Dunton, '87; John L. Reade, '83; L. B. Costello, '98; C. J. Nichols, '90; Mabel W. Winn, '97; Blanche Porter Haskell, '97; Geo. E. Haskell; W. R. Miller, '89; Nellie B. Miller; A. S. Woodman, '87; Mrs. A. S. Woodman.

BATES DINNER IN BOSTON

The Annual Dinner of the Bates Alumni Association of Boston occurred at Young's Hotel on the evening of February 9. The attendance was the best in the history of the Association, requiring the substitution of a larger dining-room for the one that for more than twenty-five years has witnessed the gatherings of Bates men and women. "The best we have

ever had!" exclaimed "the old grads" that have never missed the yearly pilgrimage to "Young's."

Hon. C. E. Milliken, Bates, '97, presided and proved a most satisfactory "connecting link" between the successive speakers. His introductions were apt, pointed, and witty, and contributed in no small measure to the good-fellowship and the enthusiastic loyalty that will make the occasion memorable to all who were present. When he asked all to rise to the toast,

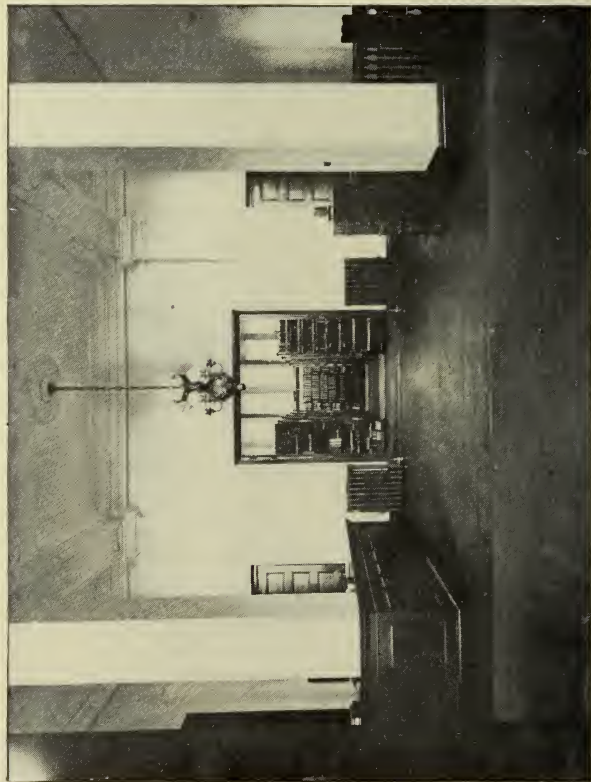
"To the best loved man in Maine,

We drink his health in rain,"

every heart was filled with joy, while many eyes were dimmed with tears, as men and women representing classes that have sat successively at the feet of Professor Stanton for more than forty years faced the venerable guest of the evening and paid their silent tribute of gratitude and love. Professor Stanton was his own unique, charming self; and his modesty, his measured and well chosen words of wisdom, all the more impressive from the quiet and kindly humor that pervaded them, revived for all the most fondly cherished memories of their college days. "Sero in coelum redeas" was the instinctive prayer of each.

The principal address of the evening was by President Chase. He emphasized the Bates spirit of service as the one pre-eminently to be cherished by students and graduates alike. Of the three watchwords, Liberty, Equality, and Fraternity, he said the last, with its implication of unstinted and glad service, was the one most to be emphasized in our age. He gave three examples of such service in the lives of three Bates men. In concluding his remarks, he asked the earnest co-operation of all present to ensure the speedy success of the movement to raise for Bates a new fund of \$500,000—\$50,000 of this amount for a College Chapel, \$100,000 for the Men's Gymnasium, and the remaining \$50,000 for additional endowment. He told them that the money for the Chapel—the gift of a friend whose name must be withheld till the completion of the building—was already in the treasury, together with the sum required for a choice organ, and that nearly \$40,000 additional had been promised for the general undertaking. He reminded them that if the alumni so chose, they could concentrate their gifts for the Gymnasium. Pledge cards were distributed and it was evident that each person present was committed, heart and soul, to hastening the completion of what President Chase called a giant enterprise.

The other speakers were Dr. J. A. Howe, formerly Dean of Cobb Divinity School, Rev. George F. Durgin (a recent recipient of an honorary de-



Entrance to Stack Room, Coram Library

gree from Bates), pastor of Bromfield M. E. Church of Boston, F. E. Parlin, Bates, '86, Superintendent of the Schools of Cambridge, Mass., Rev. R. S. Emrich, 1900, and James H. Carroll, 1911. Dr. Howe answered the question, "Why do young people go to college?" by facts and figures showing how college opportunities multiply individual power and success. Rev. Mr. Durgin with much force and keen wit enumerated his own obligations to Bates, and Superintendent Parlin paid a warm tribute to his college teachers—and especially to the late Professor Stanley. Mr. Emrich showed how the Bates spirit of service had found expression in the mission field in Turkey, from which he had lately returned; and Mr. Carroll, now of the Harvard Law School, humorously outlined the rapid progress of Bates along lines athletic, social, and scholarly.

Bates songs sung with true fervor accentuated the points made by the speakers. The old Bates "Boom-a-lak-a" was given with a spirit and volume of sound that would put undergraduates to the blush. The exercises closed with the singing of Horace's *Integer Vitae*, with a discrimination and feeling which proved that to Bates graduates, at least, Latin is not yet a dead language.

BATES LUNCH IN NEW YORK

At 1 P.M., on Saturday, February 17, some twenty-five or thirty Bates men and women met at Hotel Gregorian for an almost impromptu lunch. Conditions had not permitted a seasonable notice of the gathering, and the attendance, under the circumstances, was surprisingly large. The occasion was favored by the presence of Honorable Charles E. Littlefield, a devoted Trustee of Bates. It was a good lunch. Indeed, "lunch" is an inadequate name for the substantial and palatable viands that appeased the accumulating hunger of belated guests. After the tables had been cleared, President Chase explained the undertaking upon which, with the concurrence of the Trustees and the New England Graduates of Bates, he had just entered. Every person present followed with a brief speech pledging earnest co-operation toward securing the important ends sought; and it was quickly evident that Bates graduates in the great metropolis and its suburbs were ready to give and to work for Alma Mater. The presence of Mr. Willis E. Lougee, Treasurer of the Congregational Home Missionary Association of the United States, added much to the pleasure of all. Mr. Lougee is a Bates man by adoption, having received his A.M. at the last Bates Commencement. A half hour of social enjoyment followed; and all voted to meet at the same place for a more formal lunch on Saturday, March 23. A. F. Gilmore, '92, presided, and G. W. Thomas, '96, was Chairman of the Executive Committee.

THE \$500,000 MOVEMENT

A synopsis of this movement is presented in the following copy of the pledge card used.

In consideration of my interest in Bates College, Lewiston, Maine, and of its pressing need for enlarged facilities, and also in consideration of other subscriptions of a like character, and as an inducement for such subscriptions, I hereby subscribe and agree to pay to the President and Trustees of Bates College, the sum of \$.....toward a fund of Five Hundred Thousand Dollars (\$500,000) to be applied as follows:

\$ 50,000	For the erection of a Chapel.
100,000	For the erection of a Gymnasium.
350,000	For additional endowment.
\$500,000	

This subscription shall be binding providing the pledges received for the fund shall aggregate at least Three Hundred Thousand Dollars (\$300,000) on or before April 1, 1913, otherwise I may cancel or revoke the pledge.

One-third of this subscription shall be due and payable within sixty days after written notice has been sent to me by the President or the Treasurer of said college that Three Hundred Thousand Dollars (\$300,000) has been subscribed.

The second third shall be payable within one year from date of such notice.

The third and last payment, two years from the date of such notice.

Name.....

Address (City)

(Street)

Pledge made191 . (State)

It will be seen that the movement contemplates the raising of \$350,000 for additional endowment, as well as \$50,000 for a Chapel (already in the College Treasury) and \$100,000 for a Gymnasium. To render binding subscriptions that may be made, pledges must aggregate at least \$300,000 before April 1, 1913. About \$40,000 of this \$300,000 has been given or pledged—far the larger part of this amount by two persons. The present endowment of the College does not yield an income sufficient with student payments to meet the current expenses; and under

the present conditions there must be a deficit of several thousand dollars each year. The two buildings that, we trust, will soon be added to the equipment of Bates together with Carnegie Science Hall, now approaching completion, will without a large endowment considerably increase the yearly expenses. A Chair of Economics (this subject with History is now assigned mainly to one professor), one of Education (now grouped with the Philosophy courses), and additional instructors in Mathematics, Languages, and the Sciences, are among our immediate needs. Salaries should be paid such as our able teachers need and deserve and could command elsewhere. Without further details, it must be clear that the \$350,000 sought is but a moderate statement of plain needs. The addition of this sum to our endowment would carry it somewhat above the one million mark, and with the new buildings planned would give Bates a steady strength that through her natural growth in friends and resources would assure her a future worthy of her wonderful past. In the name of her nearly 500 students she makes her appeal for timely aid.

RECEPTIONS TO THE STUDENTS

In order to come into closer touch with the students, and provide a series of pleasant gatherings which teachers and students may enjoy together, the ladies of the Faculty have arranged to invite the students in groups to the houses of different teachers. The student body has been distributed into eight groups, and a committee of the ladies has been assigned to each. The first gathering was held at the house of Professor George M. Chase, on the evening of December 13th. Mrs. Chase was chairman of the committee in charge, and was assisted by Dean Woodhull, Mrs. Anthony, Miss Woodman, Mrs. Carroll, Professor Stanton and Mr. Oldham. The students invited were those taking work in the Greek Department; and more than sixty were present. The entertainment took the form of a trip to Greece. The guests found arrangements for booking, securing passports, receiving steamer letters and other formalities, and then took the voyage to Greece by crossing to the adjoining residence of President Chase. Here, in the large hall on the third floor, a stadium was laid out, and representations of Athens, Sparta and Thebes contested in the chariot race, the hurling of the discus and the casting of the javelin. They also contended in an amusing Greek game called the cottabus. The victors were duly crowned with laurel. Graceful classic dancing by a group of young ladies, the reading from the Iliad of the parting of Hector and Andromache, and the singing of the Greek national hymn were other features of the entertainment. The company then returned to the house of Professor Chase, where they partook of Greek candy, figs, pistachio nuts, and other appropriate refreshments.

On Saturday evening, January 3, a portion of the freshman class met at the home of Professor and Mrs. George E. Ramsdell. The evening was very enjoyably spent in old-fashioned games, at the conclusion of which old-fashioned refreshments were served.

Students attending the Main Street Church were guests at the home of Dr. and Mrs. A. T. Salley on the evening of Feb. 15. Evidences of St. Valentine were everywhere present and the evening was thoroughly enjoyed in games appropriate to the occasion.

Professor and Mrs. W. R. Whitehorne entertained a party of seniors at their home Saturday evening, February 17. By means of the reflector-scope a pleasant, inexpensive, and quick trip was taken to New Brunswick and Panama.

A group of seniors were invited on the evening of February 21 to a "winter-picnic" at the home of Dr. and Mrs. A. W. Anthony. Out-of-door

games, which in a modified form could be enjoyed inside, resulted in an informal and pleasant entertainment.

Professor and Mrs. Hartshorn opened their home on Thursday evening, March 14th. The guests were members of the junior and sophomore classes and the entertainment was suited to Saint Patrick's Day.

Plans are already made to meet the remainder of the student body in appropriate numbers at the homes of other members of the faculty.

Mrs. George C. Chase gave a reception to the young men of the freshman class and the ladies of the Faculty one afternoon during the first semester. Professor Hartshorn gave a delightful informal talk upon the Cathedral of Aix-la-Chapelle.

Mrs. Chase invited the young men of the sophomore class and the Faculty to a reception on Friday afternoon, March 15th, when Mr. William T. Ellis, lecturer in the George Colby Chase Course, gave a travel talk.

COMMENCEMENT WEEK

June 23-26, 1912

Sunday, 3.30 P.M.—Baccalaureate Sermon by the President in Main Street Church.

Monday, 9.00 A.M., 2.00 P.M.—Examinations for Admission to College in Hathorn Hall.

7.45 P.M.—The Junior Exhibition in Main Street Church.

Tuesday, 7.30 A.M.—Picnic breakfast of the Alumnae Club on Mount David, followed at 9.00 by business meeting in Polymnian Room.—8.00 A.M.—The Annual Meeting of the College Club in Eurosophian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. Reunions of Classes of '77, '82, '87, '92, '97, 1902, 1907, at places and hours designated by the class secretaries.

Tuesday, 2.30 P.M.—The Class Day Exercises of the Class of 1912 in College Chapel. 8.00 P.M.—Illumination of College Campus.

Wednesday, 10.00 A.M.—The Forty-sixth Annual Commencement in Main Street Church, followed by the Commencement Dinner in City Hall. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by President and Mrs. Chase in Fiske Room, Rand Hall.

The Bulletin of Bates College is published by the College four times a year.

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Series, No. 2

UNIVERSITY OF ILLINOIS

Bulletin
of
Bates College

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PRESENTED BY THE

Lewiston, Me., March 1, 1913

BATES COLLEGE
LEWISTON, MAINE

Circular of Information

Commencement, Wednesday, June 25, 1913
Fall Term Begins, Wednesday, September 24, 1913

GEORGE C. CHASE, D.D., LL.D., President

The Bates College Bulletin is issued quarterly in December, March, June, and September. Bulletin No. 1 takes the form of the regular College Catalogue. Bulletin No. 2 is usually a Circular of Information, giving an account of the most important events of the preceding six months. Bulletin No. 3 emphasizes the plans for Commencement and the close of the college year; it often contains features similar to those found in the Circular of Information. The fourth Bulletin is the President's Report to the Board of Fellows and Overseers.

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COLLEGE CALENDAR

June-December, 1913

June 12—Ivy Day	Thursday
June 13-20—Examination of College Classes.....	Friday-Friday
June 22—Baccalaureate Exercises	Sunday, 3.30 P.M.
June 23-24—Examinations for Admission to College,	
Monday, Tuesday, 9.00 A.M., 1.30 P.M.	
June 23—Junior Exhibition	Monday, 7.45 P.M.
June 24—Annual Meeting of the Corporation.....	Tuesday, 9.00 A.M.
June 24—Class Day Exercises.....	Tuesday, 2.30 P.M.
June 24—Annual Meeting of the Alumni.....	Tuesday, 4.00 P.M.
June 24—Illumination of College Campus.....	Tuesday, 7.45 P.M.
June 25—Commencement.....	Wednesday, 10.00 A.M.
June 25—President's Reception	Wednesday, 8.00 P.M.
September 22-23—Examinations for Admission to College,	
Monday, Tuesday, 9.00 A.M., 1.30 P.M.	
September 24—College Year Begins.....	Wednesday
November 15—Tuition Due.	
November 3-14—Sophomore Preliminary Declamations.....	1.30 P.M.
November 15—Prize Division	2.00 P.M.
Thanksgiving Recess, from 12 M, November 26, to 7.40 A.M., December 1.	
December 20—Christmas Vacation Begins.....	Friday, 4.30 P.M.

THE LAYING OF THE CORNER STONE

The sixth day of November, nineteen hundred and twelve, marked an epoch in the history of Bates College; our beloved institution passed another milestone in its journey toward the goal of material welfare and moral attainment. The day marked the Laying of the Corner Stone of a new Bates College Chapel: a worthy structure, consecrated to the service of God and to the spiritual uplift of man.

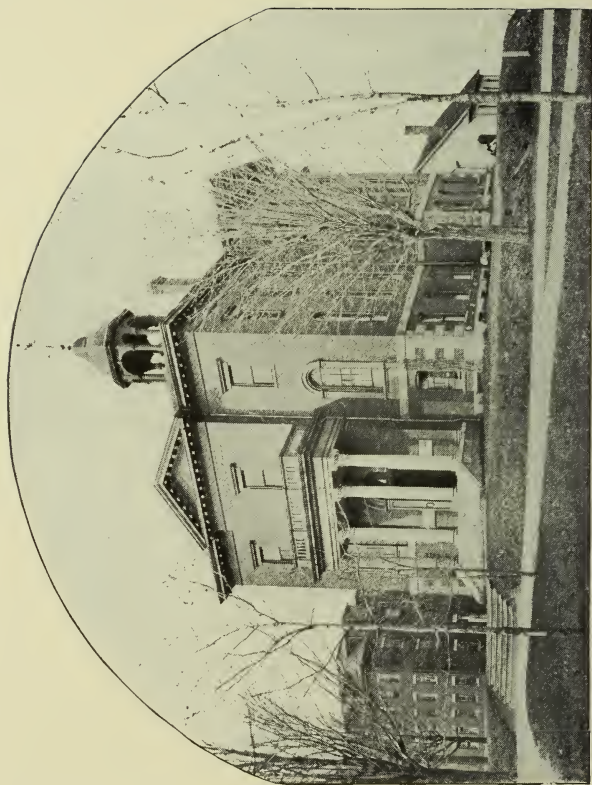
Owing to unforeseen difficulties in securing certain building materials, the eventful day had been repeatedly postponed until even the most hopeful no longer dared to expect a day so comfortable that all the exercises could be held out of doors. But of all the fair days of a glorious autumn season, none seemed fairer than the one finally selected. An almost summer temperature prevailed, bright skies assured clear weather, and all nature conspired to make the day as nearly ideal as man could wish.

At two o'clock the procession formed at Libbey Forum and marched to the temporarily constructed platform near the corner stone. The college band headed the procession; the speakers in academic costume followed, members of the faculty came next; the senior class in cap and gown, and the other classes in order completed the procession. A large gathering of interested townspeople from both cities had already assembled and occupied vantage points. The invocation, fervent and ardent, was offered by Rev. Arba John Marsh, Bates, '94, at present pastor of the Court Street Free Baptist Church in Auburn.

The Historical Address, delivered by President George Colby Chase, follows:

Trustees, Faculty, Graduates, Students, Patrons and Friends of Bates College:

Fifty-six years ago, on June 26, 1856, there was laid within these grounds the corner stone of our first building—Hathorn Hall. From the neighboring village of Lewiston and from the surrounding towns there had gathered an audience of several thousand people. Included in it were the Trustees of Maine State Seminary, the ministers of the community, the Directors of the Franklin Company, the leading citizens, the fire companies, the teachers and pupils of the public schools of Lewiston and Auburn, the Sunday School children, and the great throng of interested observers. The day was beautiful, and all marched in procession to the stirring music of the village band. The prayers of invocation and consecration were offered, an eloquent oration was delivered, and a Christian ode composed by



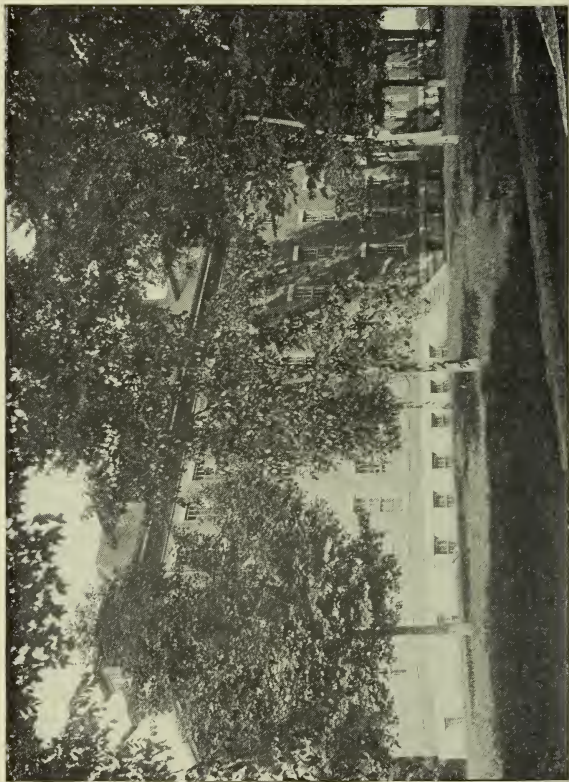
Hathorn Hall

a gifted and consecrated woman was sung by old and young in happy unison. Of all the eager thousands then assembled, only four, so far as I can learn, are here to-day—Mrs. A. H. Rogers, Hon. Cyrus Greeley, Mrs. Emma B. Howard, and Miss Sarah A. Perkins. We rejoice in their presence. May the glory of this later temple be to them not less than that of the earlier.

Maine State Seminary thus began its visible tangible existence. When that throng gathered to lay the corner stone of our first building, our campus consisted of twenty acres—ungraded, undrained, checkered with pine stumps and rough hummocks, and treeless. Stump fences along College Street (then Seminary Street) and along what is now Bardwell Street were its boundaries upon the East and the West. To the North and the South it sank away into marshes. What a contrast between this unpromising beginning and our beautiful, undulating, well-shaded grounds of to-day, recently increased to sixty acres through the generous gift of the Wakefield heirs. Fourteen months after the laying of the corner stone, Hathorn Hall—its second floor closed off and unfinished—was opened for student use. Parker Hall, still roofless, was silent and untenanted. The carpenter's saw and hammer were idle awaiting the long-delayed money that should summon them to service. But in this shapeless hall in the hour of extremest need gathered the projectors and founders to ask God for what men had thus far denied. All night they continued in prayer and with the dawn rose to answer their own petition.

In prayer the infant school had its birth, in prayer its walls were reared and its portals at length opened. In prayer its successive needs have been met and its problems solved. For from its humble beginning it has been an avowedly and unequivocally Christian institution. And so an immediate care of its friends and patrons was to set off as a place for daily worship all that part of the ground floor of Hathorn Hall to the left of the long corridor. Here for years gathered at morning or evening teachers and students for daily prayers. As the student body grew in numbers wistful eyes were cast, whenever the doors for a moment chanced to be open, into the large unfinished room at the head of the flight of stairs leading from the front entrance.

But it was not till 1870 that the money indispensable for completing the coveted chapel was at command. And when it was at last available, the sharp conflict between income and outgo closed it during the entire winter and sent the students back to worship in the small chapel on the first floor.



Parker Hall

With the full emergence of the Seminary into a college and the withdrawal of the secondary school students, one-half of the space previously allotted to worship was found sufficient, and so our first chapel was divided and in cold weather the room now occupied by the Latin Classes was reserved for the diminished need. Unventilated, heated by a large air-tight stove, and crowded with restless students, it was scarcely an apology for a chapel.

It was only in 1886 that, under the supervision of the late Hon. J. L. H. Cobb, whose name is now borne by our Professorship of Biblical Literature and Religion, a steam heating plant was installed in Hathorn Hall and our present Chapel made available for prayers during the entire college year. From time to time it has been improved and made more attractive, especially by the generous loyalty of the Class of 1902. But the room for 42 years cherished as our Chapel and endeared by many hallowed associations has now, with every available square foot of its area utilized for sittings, become painfully unsuited to its sacred purpose. Crowded, unsanitary—its only means of ingress and egress the one double-door at the head of a single stairway—almost daily required for student meetings representing the social, the musical, and the athletic interests of our students, it cannot at the best be other than unhealthful, inconvenient, and unsafe. Moreover, its incongruous uses and associations are well nigh fatal to the spirit of worship. For the last five years it has itself been our most powerful plea for a building consecrated to the highest of human aspirations and appealing in its architecture and appointments to that soul of reverence and of unselfish service which it is the function of true religion to awaken.

In January last a generous Christian woman, acting through her sympathetic and broad-minded Christian almoner, placed in the hand of the President of Bates a check for sixty thousand dollars, fifty thousand of this amount to be expended in the erection of a chapel, and the remaining \$10,000 to provide a suitable organ and to meet such other needs as might be disclosed in the execution of approved plans. To this amount she added in June last the sum of \$5,000—making her total gift \$65,000.

Eminent and skilful architects have embodied in carefully elaborated designs their conception of the structure that, while conforming to the type of the English Collegiate Chapel, shall meet our special need of a place of worship convenient, commodious, beautiful in outline, harmonious in details and enduring as our New England hills. When completed the building is expected to afford regular sittings for 900 worshipers, and to

meet the needs of such larger numbers as special occasions may bring together. We have hoped to dedicate it at our next Commencement. We expect to occupy it for our regular chapel services by the beginning of our next college year. The sole condition attached to the gift is that the building which it assures "is forever to be used as a place of Christian worship to the glory and honor of the Triune God."

May it remain through the centuries secure against earthquake, flame and tempest, against the stealthy encroachments of time—the cherished place in which the successive generations of Bates students shall hold sacred communion with their God.

Following the Historical Address, Rev. Thomas H. Stacy, D.D., of Concord, N. H., a member of our Board of Overseers, delivered the Oration:

I am grateful for the privilege of participating in these exercises by which a corner stone is laid for a chapel at Bates College, because, as my foster mother, the College is especially dear to me; because a chapel building erected especially for the religious help of those connected with the institution, promises so much of real and essential good, and because such a chapel building is needed here to an extent beyond our ability to estimate.

The College shrine has, from the first, been given a home in Hathorn Hall; and as the ark of God blessed the home of Obed-edom while permitted to rest there, so have the students of Bates been blessed by the shrine in Hathorn Hall.

But that place was outgrown some time ago, and besides it was never competent to furnish the religious inspiration which every body of students needs. To the question how we have gotten along so long and so well without a chapel building here must come the answer: a happy adjustment to conditions difficult to make better.

I congratulate our worthy President whose indefatigable labors and wisdom have added this, another blessing, to the long list of valuable and necessary assets in buildings and funds and faculty, during his term of office as President.

I congratulate the Faculty, so closely related to the interests of both institution and pupils. I congratulate the Fellows and Overseers, always keenly sensitive to the welfare of the College. And do not we all together with graduates and undergraduates hold out our hands of hearty greeting and gratitude to the one whose gift has made this building possible to the College, but whose modesty does not yet permit identity to be publicly revealed.

During the half century of the existence of this College, now nearly passed, corner stones have been laid for different buildings, but never before for a chapel. It is an event of special interest in the College history, and we do well to pause and utter our *laus Deo*.

A chapel building connected with an educational institution always has a special significance; its position among other college buildings helps to keep in evidence the fact that religion is accorded its proper place in the departments of education.

The term education has been variously defined. My own definition, in simple language which satisfies me well, is, that education is finding out what we are, directing and developing that, and finding out what we lack and getting that; to my mind, this covers it. Lord Bacon says that studies serve for ornament, for delight, for ability. Freely translated, this means that education has three values, it is for culture, the disciplinary and the practical; and this may be brought about through four sources, application, observation, experience and absorption. The last named may be least considered, but is not of least importance.

Education, one of the oldest of human arts, expected to respond to some human need, or meet some conception of what humanity ought to be, has been subjected to many different ideals and various methods. Grecian education aimed for culture and still holds a place in the College ideals. Plato would not have Arithmetic taught for purely commercial purposes. Roman education promoted the professional and the practical; it was for the forum and the field of Mars, and to-day the demand is strong for fitness for professional and practical life in a liberal education.

The Hebrew nation developed a system of industrial education, but her stronghold lay in her religious training: this was the corner stone of the home which is the corner stone of the nation, and it is worthy of note that the Colleges and Universities of the present day, for the most part, have decided convictions concerning the importance of this kind of training.

The Bible is unquestionably the leading factor in modern civilization, and no person can properly be said to be liberally educated who is ignorant of its principles. The great Lincoln was brought up on three books,—Pilgrim's Progress, Shakespere, and the Bible. Pilgrim's Progress is a paraphrase of the Gospels. Shakespere would be unrecognizable with the teachings of Scripture left out, and the Bible is the Bible.

To be something in particular, to do something, the right thing, to do it well, the best possible is expected from educational equipment. Education is a power, a power for good, a power for evil. It increases the possibilities of both,—the greatest knave is the educated knave.

Increased discovery and invention increase dangers, unless the quickening of conscience and moral vigor keep pace. To find an easy way to crack a bank-safe is dangerous unless a mighty determination to refrain from such a deed keeps abreast of it. To learn how to annihilate battle-ships and cities and human battalions is unspeakably dangerous, unless a firm demand for arbitration instead of war is equally developed. Dr. Franklin P. Dyer, newly appointed superintendent of Boston schools, declares that he is opposed to a strict military training for boys, which will arouse an "unwholesome war spirit."

Human selfishness has no heart, no conscience. Give it the benefits of an education and it defies earth and heaven. How, then, do we dare to neglect or eliminate moral and religious training from the College and University courses? At least, there should be opportunity for religious contemplation,, devotion and expression, with proper environment.

What is true education if not that which develops the entire person, and aims to bring the whole man into sympathy with himself, a task which Alexander Bain says is very difficult? When in "The Shepherd of the Hills," Sammy asked Dad to teach her how to be a "sure enough" lady, he said "first you must know what a 'sure enough' lady is; then a 'sure enough' lady does not pretend; she is, the lady heart comes first. The 'sure enough' lady must have a lady mind, and then a 'sure enough' lady will keep her body as strong and beautiful as she can, for this is one way that she expresses her heart and mind."

Physical, mental, moral, these are the channels through which our spirit-life must operate, and when we fail in the education of one of these, we have not been faithful to our trust. Merely intellectual strength and beauty do not satisfy us, even though exhibited as in a Virgil or a Milton. Physical development more beautiful than that depicted in the chiselled Apollo, stronger than the torso of Hercules to which Michael Angelo came in his blind days, passing his hands over the tense muscles and massively rounded flesh in satisfaction, does not meet the test. The yearning soul of man passes on, nor pauses, until face to face with Him of divine self-control, of the matchless self-giving which lifts up a sin-darkened world, and wheels it into light supreme.

And now,—let me speak it advisedly, reverently, let me speak it remembering her mistakes, her sins,—one of the greatest educators of the centuries is the Christian Church, and her spirit has always needed a home as truly as did the ancient ark of God.

Religion, too, is developed by application, observation, experience, and absorption; very much by absorption, so that in some unexplained way,

he that does the will comes to know the doctrine, and he who hears believingly, finds his heart burning within him.

Youth's vision of life is trained and tinted by every vision which appeals to the religious nature. Why shall not Rome's great Basilica, with its massive pillars, and numerous chapels and heroic statuary and sacred murals, its baldachin set on spiral columns under a sunlit dome, impress the worshiper with the sense of an awe-inspiring presence?

Who can look up to the pictured history of the upbuilding kingdom of God in the world, as depicted in the Sistine Chapel, without a stronger striving of devotional life? Who can stand before the reliefs and statues and griffins of Notre Dame, or under the groined arches where the "heavy pillars wheel grandly about the altar, in the mellow light of magnificent rose-windows" and not feel that he has found something in which heaven and earth unite?

Design and adornment in churches have assisted human hearts in truest devotion at worship. Ah, there was a day when the loudest testimony to a religious faith which its votaries dared to utter was the cathedral, and even to-day the weird catacombs of Rome speak in etched symbols at once grateful to the eye and strengthening to the soul.

How much, then, will a chapel fashioned to inspire worship, set apart solely for that purpose, add to the highest dignity of Bates College, contribute to the stronger and deeper religious life of the men and women who gather here, and thus the better develop the spirit the third part of that sacred trinity of human life?

May it not be true that this building, the corner stone—of which we lay to-day, completed by the Divine Presence, shall bear a large part in developing the students of Bates College for best things, as here in silent communion and uttered devotion, aspiring souls shall find the source and object of all true aspiration? We would have it so.

At the conclusion of Dr. Stacy's Oration the students sang the Ode, written by Mabel S. Merrill, Bates, '91. The Ode, sung to the tune All Saints, is as follows:

In Hope's deep heart there dwells a dream
Before true good is born,
As in the brooding breast of night
Lies promise of the morn;
And Faith with steady vision waits
The coming of that dawn,
While Courage, iron-handed, works,
And dares defeat and scorn.

And toward that steadfast dream of good,
Deep-hidden though it be,
The great world-heart that longs for truth
Draws half unconsciously,
Till all fair wishes, thoughts, and hopes
Beat like an eager sea,
Around the holy, hidden thing,
To set its beauty free.

From heart of hope, with eye of faith,
By hands that bravely ply,
And, more than all, the sacred wish
That truth may gain thereby,—
So grows our dream from thought to fact,
And so, beneath the sky,
To-day we place the corner stone,
With courage glad and high.

President Chase then formally laid the Corner Stone of the new Chapel, after placing appropriate papers, records, and data, in the receptacle provided for that purpose.

Rev. James A. Howe, D.D., for many years Dean of Cobb Divinity School, offered the Prayer of Consecration, calling down God's richest blessing on the exercises of the day, and asking for God's all-wise guidance in the completion and final use of the noble structure.

Following the singing of the College Hymn, the formal exercises were brought to a close with the benediction by Rev. Mr. Marsh.

The audience remained for no little time congratulating one another on the auspicious occasion, and expressing sincerest wishes for the full fruition of all that the new Bates College Chapel shall represent.

THE HURREY-CUTTS MEETINGS

This winter, for the first time in several years, evangelistic meetings were held at the College. Under the auspices of the Young Men's Christian Association a four days' campaign was carried on, during the first week-end after the holidays. General Secretary Cushman was most fortunate in securing as leaders Mr. Charles D. Hurrey, and Mr. Oliver F. Cutts from the International Y. M. C. A. headquarters, New York, and Mr. Wayne C. Jordan, District Secretary from Newport, N. H. Mr. Hurrey, the colleague and intimate friend of John R. Mott, has an extensive knowledge of all student problems from a wide experience with college students in many parts of the world. He was for several years continental secretary for the colleges in South America. Mr. Cutts, Bates, '96, was a famous athlete both at Bates and afterward at Harvard. While at Harvard he was chosen All American right tackle. After graduating from the Harvard Law School he practised law five years in Seattle. Here he gained a reputation for social service that led to his call to the International Y. M. C. A. His office in New York is now the headquarters for the so-called Alumni Work. His task is to interest college graduates in social service in the cities where they settle. Mr. Jordan, Bates, '06, represented Bates at Oxford as Rhodes Scholar '07-'10, and is one of our strongest and most popular alumni.

The campaign opened with a banquet at the Main Street Church. Wednesday evening, January 8th. Seventy-five men were present. Mr. Cutts, Mr. Jordan, and the committees that had for weeks been planning the campaign, were the speakers. At the chapel service on Wednesday and Thursday mornings Mr. Cutts gave strong and pointed talks. Thursday afternoon and evening the three leaders met the thirteen Bible-study groups, which had been studying the life of Christ for ten weeks. Each group had a separate meeting with a leader and had a good opportunity to talk over frankly the whole matter of Christian living. Mr. Hurrey's first address was on the subject, "Behind the Scenes in College Life." Friday evening he spoke on "Three Kinds of Students." and on Saturday morning he gave at chapel a twenty minute talk on "South America," that will long be remembered for its instructiveness and for its spiritual power. On Saturday afternoon Mr. Cutts gave an able presentation of the claims of social service on the college man. The emphasis upon social service was characteristic of all the meetings. The speakers did not urge self-interest as a motive as much as the needs of a suffering humanity. The last meeting was held on Sunday afternoon.



Oliver F. Cutts

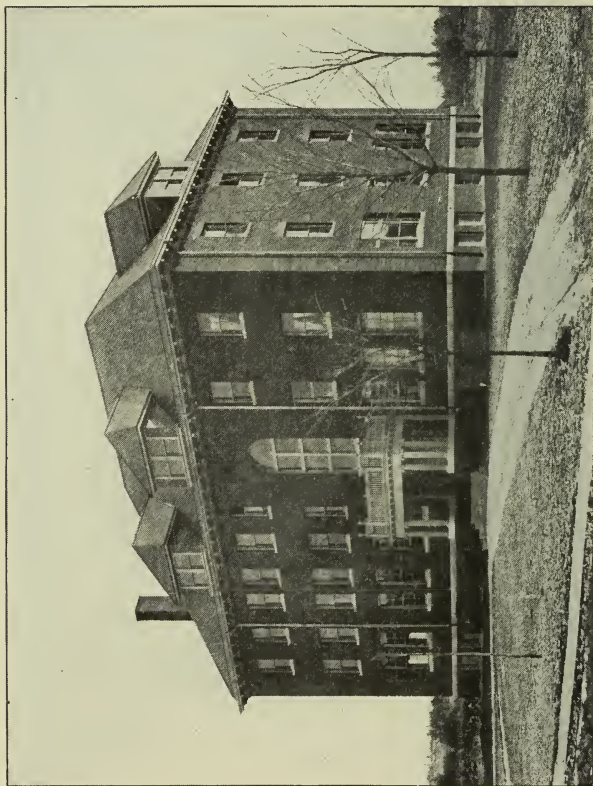
when Mr. Hurrey's subject was, "Why the Strongest College Men Believe in Jesus Christ."

Probably the most valuable feature of the campaign was the plan of personal interviews. The leaders had nearly two hundred personal interviews with as many different students. In this way many a fellow was quietly helped to solve his problems and given a new inspiration to live up to his ideals. The whole campaign, although characterized by deep feeling and zeal for the winning of men to the higher life, was free from all cant and bigotry, and left a clear, wholesome confidence in the reality of Christianity and in its value to college men.

Mr. Hurrey in his addresses showed himself to be a broadminded, practical man, a direct and forceful speaker, and thoroughly conversant with the problems of college men the world over. In his interviews he proved to be sympathetic, sincere, fairminded, and definite in his belief. This, with his pleasant manner, won the goodwill of all.

Mr. Cutts was thoroughly at home in his Alma Mater. His jovial manner made the men feel that he was one of them. His strong personality and vigorous adherence to right thinking and doing gave the students confidence in him and his message. Although Mr. Jordan could be with us but a short time, yet he made a deep impression on the men. Perhaps the greatest direct benefit of the campaign to some students was the idea that strong, able, manly men, like these leaders, found it worth while to lead aggressive Christian lives.

Special music was furnished for all the meetings by a quartet composed of Dr. Leonard, Dr. Britan, Prof. Robinson, and Secretary Cushman.



Roger Williams Hall

THE DAY OF PRAYER

Throughout the history of Bates, the observance of the Day of Prayer has been one of the most important events in the college year. On many occasions this day has marked the beginning of a Christian life by numbers of students, and always it has been most helpful in deepening individual consecration and quickening the religious life of the institution. This year the day was observed Thursday, January 23. The speaker was Enoch F. Bell, Associate Secretary of the Congregational Foreign Mission Board. Mr. Bell was the speaker last year also on the Day of Prayer. On the preceding evening—Wednesday, Jan. 22, Mr. Bell delivered in the College Chapel an illustrated lecture on the men engaged in the missionary field and incidents in their work. His address Thursday morning was given in the Chapel at 10, preceded by class prayer meetings and a prayer meeting of the members of the Faculty. The subject of the address was "Heroic Service." In a very simple manner, and almost wholly through concrete illustrations, but most impressively and effectively, it was shown that the three requisites of heroic service are struggle, sacrifice, and successful achievement. The speaker first portrayed heroism as exemplified by the loyal members of a football team. Then followed an eloquent recital of the career of the Chinese patriot, Sun Yat Sen, showing how remarkably his life has exhibited heroic struggle, sacrifice and achievement. Finally examples of heroism were related from the lives of devoted missionaries. The audience which filled the Chapel listened to Mr. Bell with rapt attention, and all were deeply impressed.

A new feature added to the observance of the day this year was an organ recital at Trinity Church at 4 P.M., at which some of the sacred music of the great masters was rendered for the benefit of our students. The program was as follows:

Prelude

Prayer

Hymn—Holy, Holy, Holy, Lord God Almighty

Vorspiel to King Manfred

Songs Without Words—Confession, Consolation

(a) To the Evening Star

(b) Pilgrim Chorus

Largo from Xerxes

Hymn—Jerusalem the Golden

Rheinberger

Mendelssohn

Wagner

Handel

Benediction

The social service for students and faculty was held at 6.45 P.M. in Roger Williams Chapel, and led by Dr. A. N. Leonard. The weather conditions at this hour were extremely bad, as there was a pouring rain and under foot deep slush. But a company of about fifty braved the storm, and enjoyed a most helpful and inspiring service. The topic, "We Would See Jesus," proved a fortunately chosen one, and every moment was filled with earnest testimony or prayer.

All these various services contributed their part to the helpfulness of the day. While there were no students who definitely professed conversion, undoubtedly many had their Christian purpose strengthened and their ideals uplifted, and all were brought face to face with the great realities of religion.



Carnegie Hall

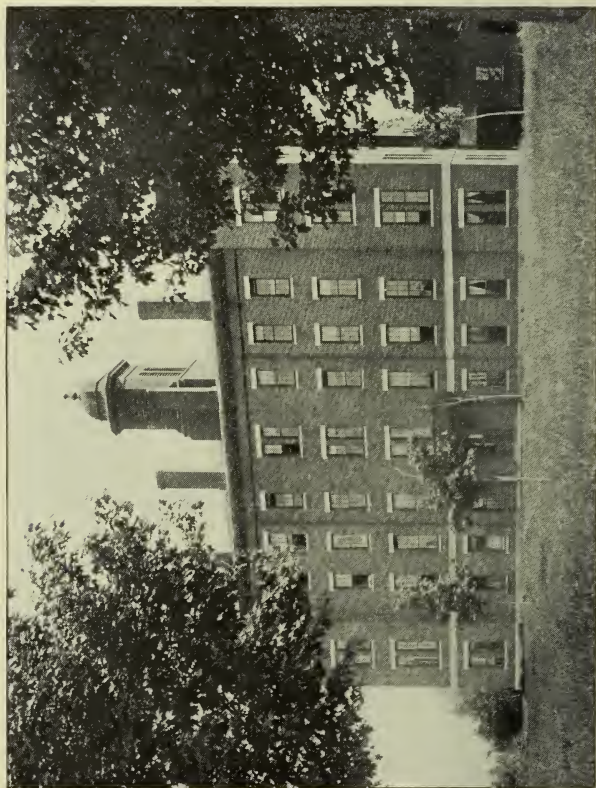
THE LEVI M. STEWART FUND

On Wednesday, January 22nd, President Chase received from Hon. D. D. Stewart, of St. Albans, Maine, a check for \$50,000 for the creation of the Levi M. Stewart Fund. This magnificent gift is practically unconditioned. The fund, indeed, is to bear the name of Levi M. Stewart; and only the income is to be expended each year, in such manner as the trustees of Bates shall decide to be of the greatest benefit to the students of the College.

Bates is thus twice honored in receiving this noble addition to her endowment fund, honored in having committed forever to her care the name of Levi M. Stewart, a Maine bred and Maine reared man who left an ample fortune accumulated in Minnesota to be distributed as his brother, Hon D. D. Stewart, might think best; and honored again through the decision of this brother to make this splendid addition to the endowment of Bates.

The name of Stewart is one that Bates will gladly cherish and hold sacred. The two brothers to whom she is indebted for this noble addition to her resources were sons of a Baptist clergyman whose memory both of them held in honor, and whose devotion to the highest ends was reproduced and reflected in the lives and the deeds of his children. Hon. D. D. Stewart, the immediate benefactor not only of Bates and other colleges, but of various schools, hospitals, and kindred institutions, may fitly be termed the Nestor of the Maine Bar. He has been known to well nigh three generations of attorneys as a lawyer of the first order, both in legal lore and in the power to interpret and apply the law with a clearness and cogency that have won the respect and admiration of judges, jurors, and fellow attorneys.

The Levi M. Stewart Fund is important to Bates not merely by reason of its source and its amount, but also through the timeliness of its presentation. It constitutes one-tenth of the amount which Bates set out to raise a little more than one year ago, and one-sixth of the amount that she urgently needs to secure by April 1st of this year. In contemplation of this gift, we may well thank God and take courage.



John Bertram Hall

JOHN BERTRAM HALL

Under date of February 11th, Bates received a commemorative gift of \$10,000 that will henceforth associate with her work the name of one of the purest, bravest, and most resourceful of a group of men that made New England famous at home and abroad during the first sixty years of the nineteenth century.

John Bertram, born in 1796, came at the age of nine years, with his parents, from the Isle of Jersey to Salem, Mass. Thrown while a child upon his own resources, he proved himself, while yet in his teens, a thorough man in spirit and achievement. Employed as a boy in a large establishment, in which every day at eleven o'clock he was required to carry ardent spirits to be consumed, after the manner of the time, by his fellow employees, he never, in his long life, tasted a drop of liquor nor used tobacco in any form. Beginning as a cabin boy on a merchant vessel carrying goods to China, he rose by successive steps to be a supercargo of his vessel, then the captain, and finally the owner of a merchant fleet. Returning after his first year's service to his home in Salem, with the twenty dollars that represented his entire earnings for that period, he gave to a poor woman, weeping over the loss of her only feather bed, one-half of his savings to help her to buy another. Nor did this act represent a hasty impulse, but an abiding spirit of generosity that characterized his entire life.

Moreover, he was as brave as he was generous and as resourceful as he was brave. When a ship of which he was the captain was boarded by pirates off the coast of China, he had his sailors line up on each side of the hold of his vessel, each clasping behind his back a keg of gold, hastily snatched from its hiding place below. As soon as the eagerly expected pirates had boarded the ship, they made for the hold. Captain Bertram and his men, with no less speed, made for the empty boat of the pirates and quickly gaining the shore rallied a strong force, returned, and made the pirates prisoners upon their own vessel. The generous and heroic deeds of John Bertram would, if recorded, fill a large volume. But in this sketch reference can be made to only one kind act in his later life, of special interest to Bates men.

When in 1873 Mr. Milliken, proprietor of the Glen House, found himself near the beginning of the summer season without an adequate supply of helpers, he came to Bates College and engaged twenty-five of the young men to go to his White Mountain hotel, in the capacity of waiters. This is said to be the very first instance in America of the



John Bertram Hall

employment of college students for such service. It was Bates student pioneers who introduced at the Glen House a custom that has long been general. These Bates young men became acquainted with Captain John Bertram, a guest in the house, and were deeply impressed by his splendid manhood and his kind interest in all about him. When Captain Bertram left the hotel he left, also, one thousand dollars to be distributed among the young college students whose manliness and fidelity had deeply impressed him. To Captain Bertram each of those twenty-five young men, fighting their way through college without fortune or friends, acknowledged a debt of love and gratitude to be repaid only by like thoughtfulness toward others. Some of them have died, after giving good account of themselves. Some of them have attained to eminence in their life work. To those who survive, it will be an intense satisfaction to know that their Alma Mater will henceforth number among her buildings a John Bertram Hall. The structure first occupied jointly by students of The Latin School and of The Divinity School, subsequently wholly by The Latin School, and for more than thirteen years by the work of Bates College in Physics and Biology, was, in the summer of 1912, thoroughly reconstructed and is now a tasteful and commodious college dormitory, for the greater part occupied by Freshmen. The cost of this change has been met through the gift of ten thousand dollars by Mrs. Clara Bertram Kimball, of Boston. The daughter of Captain John Bertram thus entrusts to the keeping of Bates a name and a memory that, God helping, shall never die. It is a name that should inspire all the young men of Bates, and especially those rooming in John Bertram Hall, to a manhood as pure, brave, and whole-souled as that which it commemorates.

To Mrs. Henrietta G. Fitz, of Boston, Bates is indebted for her most recent scholarship. The nature of this scholarship commends it as of a kind that may well become more common than at present. The income of this scholarship is to be awarded annually to some worthy graduate of Proctor Academy, Andover, N. H.

PROGRESS OF OUR NEW \$500,000 FUND

Late in January, 1912, President Chase, under the direction of the Executive Board of the College, began an effort to raise \$500,000, a sufficient part of this amount to be devoted to the erection of a college chapel and of a gymnasium for the Bates young men.

As is well known, the chapel fund was at once secured, and the chapel is in process of erection, with the assurance that it will be ready for occupancy with the opening of the college year, in September next.

The conditions under which pledges have been made render valid all unpaid subscriptions, provided the sum of \$300,000 shall have been secured in money and in obligations by April 1st, 1913. At this date, about \$190,000 of the stipulated \$300,000 has been secured. A subscription of \$100,000 for a gymnasium and of \$10,000 toward the endowment fund would make this endeavor thoroughly successful, could these results be secured before April 1st. Where is the good friend whose subscription of \$100,000 will give Bates a gymnasium that shall meet her tremendous and urgent need? She is giving to the service of education, public and private, a larger percentage of teachers than is contributed by any other college in America, and the demand is now well nigh universal that every teacher shall be prepared to give instruction in Physical Culture. Bates is also ministering to the needs of Lewiston and Auburn through her care for the boys of the two cities. Her ability to serve these boys would be multiplied a hundred fold could she have a worthy gymnasium. We cannot learn that any other college in our country or any school attempting to give physical training is in such desperate need of gymnasium facilities as is Bates. Meanwhile, the immediate friends and alumni of the institution should be sending their contributions and their pledges either to persons selected to solicit from the classes that have graduated, or directly to the Treasurer, Hon. F. M. Drew, of Lewiston. It is important that everything practicable be done before April 1st, or if not by that date, as soon as may be consistent thereafter.



Musical Club

COMMENCEMENT WEEK

June 22-25, 1913

Sunday, 3.30 P.M.—Baccalaureate Sermon by the President in Main Street Church.

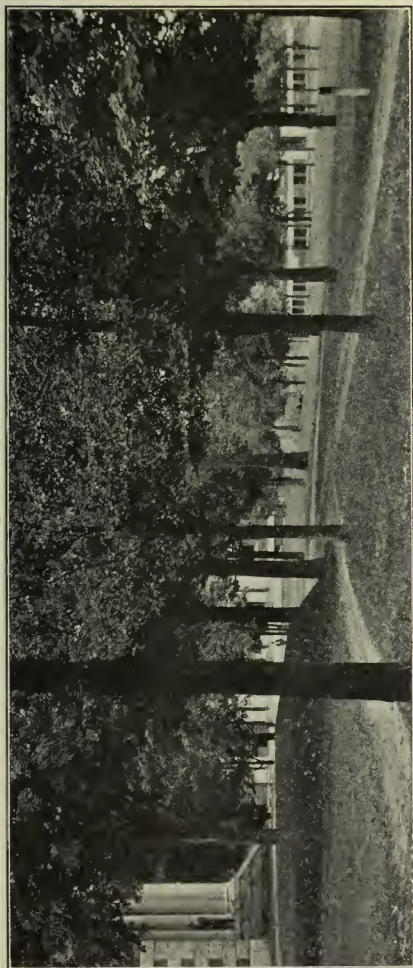
Monday, 9.00 A.M., 1.30 P.M.—Examinations for Admission to College in Hathorn Hall.

7.45 P.M.—The Junior Exhibition in Main Street Church.

Tuesday, 7.30 A.M.—Picnic breakfast of the Alumnae Club on Mount David, followed at 9.00 by business meeting in Polymnian Room.—8.00 A.M.—The Annual Meeting of the College Club in Eurosophian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. Reunions of Classes of '78, '83, '88, '93, '98, 1903, 1908, at places and hours designated by the class secretaries.

Tuesday, 2.30 P.M.—The Class Day Exercises of the Class of 1913 in College Chapel. 8.00 P.M.—Illumination of College Campus.

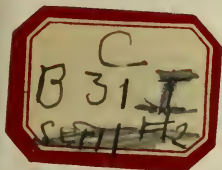
Wednesday, 10.00 A.M.—The Forty-seventh Annual Commencement in Main Street Church, followed by the Commencement Dinner in City Hall. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by the President in Fiske Room, Rand Hall.



A View of Campus

The Bulletin of Bates College is published by the College four times a year.

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1914

Bulletin
of
Bates College



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BATES COLLEGE

LEWISTON, MAINE

Circular of Information

Commencement, Wednesday, June 24, 1914

Fall Term Begins, Thursday, September 24, 1914

GEORGE C. CHASE, D.D., LL.D., President

The Bates College Bulletin is issued quarterly in December, March, June, and September. Bulletin No. 1 takes the form of the regular College Catalogue. Bulletin No. 2 is usually a Circular of Information, giving an account of the most important events of the preceding six months. Bulletin No. 3 emphasizes the plans for Commencement and the close of the college year; it often contains features similar to those found in the Circular of Information. The fourth Bulletin is the President's Report to the Board of Fellows and Overseers.

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COLLEGE CALENDAR

June-December, 1914

June 10—Junior Exhibition	Wednesday, 7.45 P.M.
June 11—Ivy Day	Thursday
June 12-19—Examination of College Classes	Friday-Friday
June 18-19—Examinations for Admission to College.	
	Thursday, Friday, 8.30 A.M., 1.30 P.M.
June 21—Baccalaureate Exercises	Sunday, 3.30 P.M.
June 22—Class Day Exercises.....	Monday, 2.30 P.M.
June 22—Illumination of College Campus.....	Monday, 7.45 P.M.
June 23—Annual Meeting of the Corporation	Tuesday, 9.00 A.M.
June 23—Annual Meeting of the Alumni	Tuesday, 4.00 P.M.
June 24—Commencement	Wednesday, 10.00 A.M.
June 24—President's Reception	Wednesday, 8.00 P.M.
September 22-23—Examinations for Admission to College,	
	Tuesday, Wednesday, 8.30 A.M., 1.30 P.M.
September 24—College Year Begins	Thursday
November 15—Tuition Due.	
November 2-13—Sophomore Preliminary Declamations	1.30 P.M.
November 14—Prize Division	2.00 P.M.
Thanksgiving Recess, from 12 M., November 25, to 12 M., November 30	
December 18—Christmas Vacation Begins	Friday, 4.30 P.M.

DEDICATORY EXERCISES

Wednesday, January the seventh, nineteen hundred and fourteen, is the red-letter day in the minds of the present generation of Bates students; and it will ever be an important date in the history of our College. It marked the tender farewell to the old, the gladsome welcome to the new. For we entered into and departed from the "old chapel" for the last time; we dedicated and consecrated the "new chapel."



Hathorn Hall

FAREWELL TO THE OLD CHAPEL.

Regular college classes were held during the first two hours of the morning. At 9.45 the entire student body, the faculty, and many graduates and friends gathered in Hathorn Hall for the valedictory service in the room in which for many years daily prayers had been conducted.

Seated on the platform with President Chase were Professor J. Y. Stanton, Professor L. G. Jordan, and Professor W. H. Hartshorn; Dean

James A. Howe, formerly of Cobb Divinity School; Dr. Frank E. Sleeper, '67, a member of the first class to graduate from Bates; Mr. William E. C. Rich, '70, Hon. Oliver B. Clason, '77, Judge Albert M. Spear, '75, Dr. Lewis M. Palmer, '75, Mr. Lindley M. Webb, '70, and Lauren M. Sanborn, who "graduated only 22 years ago."

President Chase read the ninetyeth Psalm and offered a fervent prayer, which was followed by the singing of "Sweet Hour of Prayer." President Chase then reviewed in some detail the life of the College with special reference to the chapel exercises and the rooms in which such exercises have been held. All present were impressed by the rapid growth of the student body as shown by the varying demands for chapel accommodations; but to a greater degree by the marked emphasis upon the spiritual and religious life which has characterised the personnel of the college since its foundation.

President Chase was followed by Dr. Palmer, who is constantly showing his esteem for his alma mater, by frequent visits to the college, unabated interest as a member of the Board of Overseers, and various other ways. His address was largely reminiscent, showing how conditions had changed during the last 40 years, and how with the changing conditions had come a somewhat different attitude towards life; but the clarion note of confident trust in a Savior and Creator who still rules supreme, was no less distinct now than in the "good old days" a generation ago.

Judge Spear spoke of his limited advantages in school and college; of the far greater opportunities offered to-day, and he made an urgent plea for the students to make the most of their present privileges. Success or failure rests with the individual. He closed with the very effective fable of the wounded and dying eagle: the bird, brought low to earth, grieved not so much over its approaching death, as for the fact that the arrow which had pierced its vitals was guided in its flight by a feather dropped from the eagle's own body.

Mr. Clason spoke briefly of his connection with the College and expressed his renewed and increasing interest in all that tends to make a larger and better Bates.

Professor Jordan limited his remarks to an assurance to the students that the daily chapel services had been of help and inspiration to the leaders and to the listeners; and while conditions may not always have been conducive to the best results, there remained many helpful and precious memories of these morning devotions. And as the new chapel is larger, more beautiful, and better adapted to religious exercises, so he hoped that the help and inspiration to all participating in the daily devotional exercises would be manifestly increased.

Professor Stanton was the last speaker and the entire audience arose and stood out of respect for the grand old man of Bates. Professor Stanton's words were in a sense his confession of faith and a statement of his philosophy of life. During his life which had seen its share of disappointments and sorrow, his faith had never faltered in a "God who is love," and from whose care none may go astray. He had no fear or anxiety as to the future, and believed the next world must be larger and better, and consequently offer greater opportunities for work.

Professor Hartshorn gave important notices with respect to the further exercises of the afternoon and evening, after which the "last chapel" was concluded with the singing of the college hymn, "O God, beneath Thy guiding hand."



DEDICATION OF THE NEW CHAPEL

The dedicatory exercises in the new chapel began at two o'clock in the afternoon. The main body of the chapel was filled with students, faculty, and invited guests. The rear seats and the gallery were crowded with interested friends from Lewiston and Auburn. The college was most fortunate in securing the services of Mr. Will C. Macfarlane, municipal organist of Portland, who presided at the organ in the afternoon, and gave an organ recital in the evening. Guilmant's "Marche Religieuse" was used as a prelude, during which the vested choir composed of twenty-four college students, the speakers, and college delegates marched to their seats in the chancel.

The Invocation and Responsive Reading were conducted by Reverend David Nelson Beach, D.D., President of Bangor Theological Seminary.

The earth is the Lord's, and the fullness thereof;
The world, and they that dwell therein.

For he hath founded it upon the seas,
And established it upon the floods.

Who shall ascend into the hill of the Lord?
Or who shall stand in his holy place?

He that hath clean hands, and a pure heart;
Who hath not lifted up his soul unto vanity,
Nor sworn deceitfully.

He shall receive the blessing from the Lord,

And righteousness from the God of his salvation.

Lift up your heads, O ye gates;
And be ye lifted up, ye everlasting doors:

And the King of glory shall come in.

Who is this King of glory?

The Lord strong and mighty,
The Lord mighty in battle.

Lift up your heads, O ye gates;
Even lift them up, ye everlasting doors:

And the King of glory shall come in.

Who is this King of glory?

The Lord of hosts,

He is the King of glory.

Following an anthem by the college choir, Mr. J. Randolph Coolidge, Jr., of the firm of Coolidge and Carlson, architects of the chapel, outlined the architectural features of the building in the address, "**The Architecture and the Decoration of the Chapel.**"

Mr. President, Ladies and Gentlemen:

It is an act of gracious courtesy on the part of the President and Faculty of Bates College to permit upon this happy occasion a few words from the architects of this chapel, to interpret their design and suggest the artistic significance of their work.

Architecture has been well defined as "building with feeling," and of building let it be said that the intelligent use of building materials to serve practical ends during a considerable length of time is older than the pyramids. The honest and workmanlike use of materials is found even in prehistoric ages and continues, fortunately, down to the present day.

The evolution of building consists mainly in the employment of a much greater variety of materials, in the use of a far greater proportion of manufactured products—such as steel, glass or clay, and in the better economy of material and of workmanship,—so that the actual cost of enclosing a given space is probably lower to-day in terms of day labor than ever before.

If the buildings constructed by modern methods are less permanent than those of bygone times, it must be remembered that people's needs are enlarging and changing more rapidly at present than ever before, and buildings become antiquated before they are worn out. The schoolhouse, the factory and the office building of to-day are essentially different from those of thirty years ago, and the fashion and materials of dwelling houses are completely altered. It is reasonable, then, to look upon most buildings of a utilitarian type not as monuments, not as make-shifts, but as semi-permanent appliances that ought to be superseded for the most part in from thirty to fifty years.

When, however, we deal with the more spiritual works of architecture, we find embodied in them a higher quality of building and a nobler kind

of feeling. The best materials and the most careful construction we can afford are appropriate in a memorial that is intended to stand for centuries.

The characteristic expression of the house of Christian worship is the same to-day—and rightly—as in the thirteenth century. At that period the master workmen of Western Europe brought the Gothic style of church architecture to its culminating point, both of construction and decoration. The further development of the style continued in secular and especially in collegiate buildings through the fourteenth and fifteenth centuries, and in England almost until the seventeenth century.

Then followed a period of two hundred years and more during which Gothic architecture was out of date, out of keeping with the current interests and the philosophies of the day. In the nineteenth century, however, the so-called romantic movement in literature and the awakening of the social conscience sought expression in a revival of Gothic architecture. This revival gaining strength—first in England and later (about the middle of the last century), finding acceptance in this country—has made the Gothic style dominant in the ecclesiastical art of all English speaking lands. It extends its influence over collegiate, scholastic and even over commercial buildings.

It is not found inconsistent with the artificial materials, steel, manufactured stone and terra cotta, that enter so largely into all prominent buildings at the present time. It must be admitted, however, that the Gothic architecture of to-day is an architecture reminiscent of the composition and decoration of Gothic designs from the thirteenth to the sixteenth century, and that the characteristic feature of Gothic construction—the Gothic vault, with its balanced thrusts taken up by piers and flying buttresses—is almost never used. In the language of to-day, it is not practical. It may be added that conscientious architects dislike to imitate it in lath and plaster.

This chapel is an example of the English Collegiate Gothic style of the early sixteenth century, executed in the seam-faced granite characteristic of New England, and decorated by a free use of traditional details shaped according to the taste of to-day.

The outer form of this building, with the end gables, the four corner turrets and the main porch, was suggested by King's College Chapel, Cambridge, England, and the rectangular plan is from the same source. In all other respects, proportions, materials and decoration, this building is as nearly independent and as nearly original as a building in a conventional style for a usual purpose can be. With its setting of over-arching



The New Chapel

trees, its wide porches, its easy approaches, it extends an invitation and a welcome to the college and to the city, to town and gown.

The interior, devoid of vaulting, has, however, a genuine timbered roof in which the rafters (though not the trusses) are open and undisguised. The interior detail has received the most careful study, and we trust will deserve commendation both for design and workmanship, for the workmanship, at least, is masterly.

Let the young people who gather here take time to study the decorations of the chancel, the seats and canopies and screen of carved oak, the window—the leaded glass hardly surpassed by that of any earlier age—and above all the chancel ceiling, enriched with the figures of the twelve apostles going forth to spread the Word in all nations, as the young men and women who worship in this place can spread it by thought, speech and deed, wherever they may be.

Of peculiar interest are two slender figures enriched in the screen at either end of the Lord's Table, Augustine of Hippo and Thomas Aquinas.

Augustine, Bishop of Hippo, the greatest of the four great Fathers of the Latin Church, lived from 354 to 430 A. D. Born at Tagaste in Numidia of a pagan father and a Christian mother, he was baptized at an early age, but grew to manhood without any profession of Christianity. A man of passionate, sensuous nature, wild in his youth, he was, nevertheless, an earnest student and became a ripe scholar. After studying and teaching at Tagaste and Carthage, he went in 383 to Rome,—thence to Milan, and under the influence of Bishop Ambrose and other Christians he embraced Christianity in 386.

After his return to Africa he devoted his life to the Church, both by teaching and writing. He became Bishop of Hippo in 396 and died in 430 during a siege of the town by the Vandals.

Saint Thomas Aquinas was born about 1227, near Naples. He was educated at Monte Cassino and the University of Naples. He studied philosophy and theology at Cologne and later at Paris. In a controversy between the University of Paris and the Friar-Preachers as to liberty of teaching, he successfully defended his order before the Pope. In 1257 he was made doctor of theology. From this time on "his life was one of incessant toil," lecturing, teaching, and preaching in London, Rome, Bologna, and Paris. He died on his way to a council at Lyons in 1274. He was canonized in 1323. His writings maintain two sources of knowledge, revelation and reason; distinct, but both from God.

These are the types of Christian scholarship! Their presence here should help to recall the greatness of the Church Universal.

These decorative details are designed to create the atmosphere of rest, meditation and prayer. These traditional forms breathe the spirit of ages of devotion. May it be said of this temple, "This is the House of God; this is the Gate of Heaven." May it invite young and old to worship the Lord in the beauty of holiness, and direct men's thoughts to the life everlasting.

President Chase followed Mr. Coolidge with the heartfelt and stirring address, **"What Our Chapel Means."**

The instinct to worship is universal. In every normal human being heart and soul cry out for the living God. "Man prays," said the late William James, "simply because he cannot help praying." And it is in sincere prayer that his powers rise to their loftiest height. Coleridge has somewhere said that one hour of communion with the Divine Spirit will yield a larger return even to the intellect than a year of arduous study. True it certainly is that the grandest products of creative genius have been conceived and fashioned in souls reaching after God.

Cicero affirmed that all the arts have a certain common bond. And what is this bond if not the sensitiveness of every finer human spirit to the energizing spirit of God? And from the Hebrew tabernacle in the wilderness into which every wise-hearted man in whom the Lord put wisdom and understanding to know how to work for the service of the sanctuary to this our own beautiful Chapel,—in no other place have all the arts so combined in a divine harmony as in the temple consecrated to the worship of God. Genuine religion is the perennial source of all man's highest aspirations—the motive power to sustained thought, noble emotion, and constructive imagination.

The renaissance of learning and religion at the close of the dark ages was more than coincident. They were consubstantial—different expressions of one vitalizing spirit. Separate learning from religion, cultivate art for art's sake alone, and they become an unrestrained riot of the senses—sinking at length into sheer bestiality. Divorcé religion from learning and it becomes harsh fanaticism.

The great Universities of Oxford and Cambridge, like those of the Continent, were born of a quickened spiritual life. That new life blossomed out into art in its many forms,—poetry, painting, music, architecture,—and in the house of worship each found appropriate expression in ministering to devotion. It was in this period extending through several centuries

that sacred art reached that acme of excellence to which the architects of our chapel have turned for inspiration and guidance.

It is a building upon which our eyes rest in quiet satisfaction. Beautiful in its design, its materials, and its fine harmony of details, it appeals to our esthetic sense in its entire structure and in all its parts. Its noble organ holds us willing captives to its glorious "concourse of sweet sounds."

But this chapel with its accompaniments means to us infinitely more than these exquisite pleasures of the senses. It bids us lift up our eyes to Him whom the heaven of heavens cannot contain and open our ears to the voice of that Spirit that proclaims the Eternal Power as Eternal Love. We shall fail, wholly fail, to attain the one great purpose that our generous donor and our faithful architects have sought to accomplish, the one great purpose for which the founders of Bates toiled, sacrificed, and suffered, the one great purpose for which our College exists, if we do not find God here, if we do not worship Him with a love that shall engage all our hearts, our souls, our strength, and our minds, and that shall make us love our neighbors as ourselves.

It is for us to demonstrate that religion is as broad as life—to find our goal in the perfect man—"In the measure of the stature of the fullness of Christ." True worship means quenchless aspiration to glorify God through bringing our entire being—body, mind, soul, intellect, taste, imagination, thought, feeling, expression—to their highest potential excellence and devoting them all to glad service of our fellows. The perfection in design and detail that have been sought in our beautiful chapel will justify themselves in proportion as they intensify our longing to be the children of our Father in Heaven.

From its humble beginning, Bates has had the undisguised aim to be a Christian college—a college in which should be fostered the simplicity, sincerity, purity, and self-forgetting love exemplified in Jesus. Its hope has been that its men and women should be exponents and promoters of the best in their homes, in their social, civic, and business life. Never was there greater need of the Bates spirit, Bates men and Bates women.

It was the strong conviction of the unnamed and unostentatious Christian donor of this chapel and of this organ—the conviction, too, of the earnest Christian man with whom she took counsel—that Bates is a college in which every activity is tributary to Christian character and Christian service, that has brought to us this joyful day.

As we gather here for worship may we listen to the Master's call for service in this growing, cosmopolitan community, in the decadent towns

and villages of Maine, in the great storm centers of our country with their extremes of wealth and poverty, their bitter industrial strifes and their swelling murmurs of discontent. May we listen to His still urgent command, "Go ye into all the world and preach the Gospel to every creature," and listening may we reply, "Here am I, Lord send me."

And may this chapel of our long delayed hopes and our present rejoicing listen through the centuries to the tread of reverent feet, to the whispered petitions of sincere hearts—itsself unmarred by time, unscarred by sacrilegious hands, and in undiminishing beauty proclaiming "One is your Master and all ye are brethren."

The following **Words of Dedication** were prepared by Alfred Williams Anthony, D.D., formerly a member of the faculty of Cobb Divinity School. The responses were read by President Chase and the students.

Our Heavenly Father, having by his grace enabled us to bring to completion this Chapel, within whose walls prayer and praise are to be offered unto Him, we are gathered now in his Presence for the purpose of devoting this House, by a solemn act of worship, to its proper and sacred use. This goodly Temple we set apart for the service of the Almighty.

To Him who spake and light was, to Him who lighteth every man coming into the world, we present this goodly Temple. May the light of truth here be diffused!

This goodly Temple we dedicate to the worship of Jehovah, adorable, glorious, full of majesty, grace, and truth.

To Him who sitteth on the throne of the heavens be blessing, and glory, and wisdom, and thanksgiving, and honor, and power, and might, forever and ever!

This goodly Temple we consecrate, in the name of the world's Savior and Redeemer, to the ministry of human welfare.

To the Master of men, who became servant of all, we consecrate this place, for the inculcation of the principles of soul liberty, the expression of human equality, and the unceasing exemplification of living, sympathetic fraternity.

This goodly Temple we solemnly sanctify as a shrine for the presentation of penitent hearts in personal fellowship and communion with the Divine Spirit.

Oh God most holy, Father of mankind, accept here thy children; make known here thy most holy will; here impart the strength of thy life; cleanse, purify, uplift, inspire, ennoble, and send forth hence the champions* of thy righteousness, exponents of thy grace.

In the name of the Father, and of the Son, and of the Holy Ghost, Amen.

In the name of the Father, and of the Son, and of the Holy Ghost, Amen.

At the conclusion of the Gloria, sung by choir and audience, Reverend Frank Mason North, D.D., of New York City, delivered the Dedicatory Address.

THE CALL OF THE SPIRIT

Mr. President, Ladies and Gentlemen, Fellow-Students, all:

From whatever scene or occupation we have come, we are one in our sense of the beauty of this house, of gratitude to its donor, and of the significance of the hour wherein it is set apart for the worship of Almighty God and of His Son, Jesus Christ, our Lord.

Already new impressions have stimulated and quieted our thinking and a hush has fallen upon our spirits.

The converging paths which have brought us to this chapel door stretch far back in their widening separation and along them we soon again must pass, away from one another's sight, but here they may be forgotten in the community of interest, into which these gracious walls enclose us.

Here is the golden chance for some expert soul who is apt to teach. It is an hour for high instruction. For you, assembled here, one could wish that some master of the noble art might stand at this center of opportunity to impart to you some new, compelling knowledge.

But hope lies in this, that instruction is not impartation alone, but as well, interpretation. The great Dreamer put The Interpreter's House at the very entrance of the heavenward way. It was not built and furnished for modern pedagogy nor as a school for science. But Bunyan went near a

universal truth—a truth too readily ignored in our program of judicial poise, and colorless exactitude, when he assumed that to interpret the facts belongs as truly to instruction as to disclose them.

In this presence we are all interpreters. From this place perspectives inevitably lengthen. Thoughts unregistered in any of our working formulas command us, and desires for conquest in that invisible world which is around us and within us quicken and urge. Wonder moves out through the borderlands of the Spirit. As we yield ourselves to the influence of what our vision discerns, we are near the mood of worship,—we find ourselves not far from God. What do we,—interpreters all,—see?

At the outset, then, must be the significance of the Chapel itself. It has risen here at the command of Religion. Faith is its builder. The rare taste and skill which shaped these proportions and out of the rude material have made actual a building which does not disappoint our vision, but enlarges our ideals of beauty, are one of the richest fruits of the Christian centuries. The beneficence which has moulded into this permanent form its sympathy with consecrated scholarship, and has here crytallized its conviction that at the center of all learning is the knowledge of God has been prompted and mastered by the love of Christ. In this Christian college there is no need for restraint in the statement of the fact,—this Chapel is a proof of discipleship,—it comes to you out of the warm heart of the Gospel.

But concrete as an evidence of Christianity, the creation of this Chapel here lends itself to the illustration of a notable world-wide phenomenon,—the return of men everywhere to Religion. The quaint, familiar, orthodox phrase, “seekers of religion,” would be understood in every language of earth. The consciousness of a relation to the unseen, the urgency of the “inquiring spirit,” the quest for a God, are no longer negligible forces in philosophy, economics, or government. Among missionary books upon my shelves are two valiant volumes, entitled “Doomed Religions.” They were written by an ardent student and advocate of Christian Missions a quarter of a century ago. He did not foresee that in our day the authorities of the Republic of China under most intelligent leadership would give earnest consideration to the proposal to make Confucianism the state religion for over four hundred millions of people, that the festivals of Shintoism would be celebrated in the capitol of the Hermit nation and that the temples of that venerable cult would be established in all her cities, that a definite and well-directed propaganda for a new Buddhism would be developed, and that ardent missionaries of Islam would be praying toward Mecca from

the tribal centers of Africa's hundred and fifty millions of people. It is a striking warrant for our confidence in the final victory of the Christian faith that its message is not met by religious apathy. Spiritual desire is everywhere moving within even the abhorrent forms of worship, and the universal cry—"O, that I knew where I might find Him!"—is more insistent and eager than ever before. And our own life,—what we call our Christian world,—makes the same declaration,—that religion counts, that men inevitably must reckon with faith. There have been during the recent years two moods in the spiritual feeling of Christian people. They have been expressed in memorable lines, written by two pupils of that greatest of modern Christian teachers, Thomas Arnold, the one his son, the other his favorite scholar. Listen to Matthew Arnold:

"The Sea of Faith

Was once, too, at the full, and round earth's shore
Lay like the folds of a bright girdle furl'd.

But now I only hear

Its melancholy, long, withdrawing roar,

Retreating, to the breath

Of the nightwind, down the vast edges drear

And naked shingles of the world."

Hear, now, Arthur Hugh Clough:

"Say not, the struggle naught availeth;

The labor and the wounds are vain;

The enemy faints not, nor faileth;

And as things have been they remain.

For while the tired waves, vainly breaking,

Seem here no painful inch to gain,

Far back, through creeks and inlets making,

Comes, silent, flooding in, the main."

Clough, not Arnold, is the prophet for to-day.

The spiritual tides are not ebbing. We hear no "melancholy, long, withdrawing roar." Less clear, it may be, to those upon the vast shores of human activity, in a thousand more remote, obscure, and far penetrating channels, the lift of the spiritual tide is registered. Not with equal height does it mark itself on all shores, but as the world turns toward its source of power, everywhere the seas broaden and the spiritual commerce

of the world floats on swifter and deeper keels. May even the silent witness of this Chapel,—standing here,—be ever the reminder that religion is as real as atmosphere, as essential as breathing—as inevitable as reasoning or as light, and that the man who cares not for it robs himself of his own birthright and wrecks the fair fabric of his own destiny!

We have looked upon the Chapel; it affirms religion; it is a symbol and demonstration of the Christian faith. Now from its steps look out upon your world,—you, who during your years of preparation often will gather within these walls and as often disperse to the varied pursuits of the academic life. How often from these doors will your thought leap forward to the world field for which you are being schooled. To you will come the lure of opportunity, the debate of vocations, the appeal for high enterprise. Classics? Science? Practical arts? Vocational training? You, with your advisers, will choose. But one thing you must have, or the world into which you go does not greatly need you and will offer you but scant welcome. It is not a world of things, it is a world of forces. Its profoundest influences are not of matter but of Spirit. In its possessions are not most worth while, but personality. What really counts is the personality transformed into the image of Christ and controlled by His Spirit.

This is the fairest day the world has ever known. Far back Jesus Christ put into human life, spiritual aim and motive. He taught that the Kingdom of heaven was at hand. It has been at hand ever since. Never was that Kingdom—that rule of God in the hearts and institutions of men,—so definite and commanding as now. “The things of the Spirit” are the vital factors in the world, as this year of our Lord, 1914, begins its record. I am thinking not of forms and organizations, of the crystallized and fixed, of constitutions and creeds, but of fluent forces, of the potent influences of action, of motive in expression, of the pressure of commanding purpose. It is not a matter of faith and formulae in the technical sense. Some of the traditional methods by which the Church tests her progress might not disclose it. But far more than fifty, twenty-five, ten years ago, the world is conscious of an ethical vitality, a spiritual vigor, a creative and controlling power which cannot be appraised in terms of merely human value. There is a consciousness of a “newness of life,” which is at once the evidence and the product of the brooding presence of the Spirit of God in the hearts of men.

Indications of the commanding influence of spiritual motive and aim in present day life are so near that we easily overlook them. It moves pow-

erfully in the political realm. There are some who are so busy scraping barnacles off the hull of the ship of state that they have not marked her course and do not know who is on board. The present government is in power, not by right of victory in a factional contest, nor simply because it was time for the ins to go out and the outs to go in. Nor are Messrs. Wilson, and Bryan, and the rest of them, the creatures of an economic revolution. They were not elected by one party, but, in the operation of laws of action and reaction, by several, and the cause was the demand for such laws and administration as should make for the betterment in opportunity and resources of all the people. In these contemporary movements in the political world here and in England, it is the outstanding characteristic of it all that there has been, deep within, the passion for an applied Christianity. Who doubts that the dominant motives in the White House and the offices of the Secretary of State reach back of the Constitution and find their springs in the pages of the New Testament? The sturdy, quiet, patient conviction against war comes out of the Beatitudes. The Progressive Party Movement was,—possibly it still is,—for the most part, the outburst of a passion for righteousness. In it was the fervor of a crusade. Even its rivals could not shake off the impression that it was, as is Socialism, to many of its adherents, almost a religion.

Then, consider for a moment what is going on among the world's women. There was a mighty moral force in the protest of the women of Chicago against the enforced retirement of Mrs. Ella Flagg Young from the headship of the great city's school system. It was not primarily sex or class, it was childhood that appealed. The mother instinct is abroad as a positive force in public affairs and its power is in its love for the child and its hate of whatever hurts the child. Rhita Childe Dorr, who accompanied Mrs. Pankhurst back to England, and who therefore may be counted among the aggressive suffragists, has written, on behalf of the Federated Women's Clubs, "What Eight Million Women Want." She says:

"Turn back and count over the club women's achievements, the things they have chosen to do, the things they want. Observe first that they want very little for themselves. Even their political liberty they want only because it will enable them to get other things—things needed, directly or indirectly, by children. Most of the things are directly needed,—playgrounds, school gardens, child labor laws, and other visible tokens of child concern. Many of the other things are indirectly needed by children—ten-hour working days, seats for the shop girls, protection from dangerous machinery, living wages, opportunities for safe and wholesome pleasures,

peace and arbitration, social purity, legal equality with men—all objects which tend to conserve the future mothers of children. These are the things women want."

The fact is that a deeply religious motive, if religion really includes the second great commandment,—is at the center of the demand of women for the suffrage. It lies equally deep in the motive of those women who contend against its being granted. Women who advocate women's suffrage have changed the emphasis. Formerly they said, "Grant us political rights because they justly belong to us," but now, for the most part, they say, "Give us political powers, that we may use them for the protection of childhood and motherhood and home." It is their conviction that the world's wrongs should be righted, that the saloon should go, that child labor should cease, that woman's hardships and temptations should be lessened, that, with new leisure and training, she herself must come into the world's conflicts and strike a blow for purity and justice,—it is this that will not down. And this mothering instinct, this passion for service, will have its way. It is a spiritual force that will not be denied.

Again, examine the educational theory and practice of to-day for its spiritual content. The reaction against the extreme secularization of education has already become a history. The splendid fidelity of the Roman Catholic Church to the fundamental fact that education, to be education, must be moral and spiritual, as well as intellectual, continues to shame most of the great Protestant churches of the world. But religious education has become a cult. The ardent effort for the betterment of Sunday School methods is most significant. The other day the Secretary of the West Side Branch of the Young Men's Christian Association, in New York City, stated that the desire for Bible Study among men was very definitely increasing and that there were more requests for Bibles and for enrollment in the Bible classes than had been known in many a year.

In many instances the church secondary school is regaining its prestige by improvement in the methods; the denominational small college re-asserts itself. The religious needs of the State Universities have become the study of the leaders of the Church, who are keen to provide for meeting them. In many quarters the placing of the Bible in some form in the public schools is again a live question, and, once more, the greatest educational institution the world has ever known, the home, is being reckoned upon not alone as the primary social institution, but as the essential opportunity and agency for giving the spiritual and moral set to personal character. It would be wild to say that education is everywhere moralized

or that among educators the spiritual aim is deemed, as it ought to be, an essential part of their equipment. But, is it not just to admit that the reaction against the theory that mind can be treated as though the soul were not about, is fast settling into a positive principle, namely, that to exclude the spiritual element in any scheme of individual training, is like assuming color without light, or senses without personality?

Dr. F. W. Foerster, author and special lecturer in Ethics and Psychology in the University of Zurich, a man who began his educational work with sympathies strongly socialistic and entirely aloof from all forms of religion, in his preface to the book "Marriage and the Sex Problem," says:

"The author of this book comes from the ranks of those who dispense with all religion. But as the result of long experience, theoretical and practical, in the difficult work of character training he has been led to realize for himself the profound pedagogical wisdom of the Christian method of caring for souls, and to appreciate, through his own experience, the value of the old truths. He has absolutely no doubt that modern education, in discovering the extraordinary practical difficulties of character training, will be increasingly cured of its optimistic illusions and led back to an understanding and appreciation of Christianity."

Close to education is science. The extraordinary statement of Sir Oliver Lodge, incorporated as it was in a most remarkable resumé of the year's progress in the physical sciences, asserting with philosophic calmness his belief in the persistence of personality, after bodily death, should be regarded, not as an isolated mountain peak, rising sheer from a dead level of materialism, but as the sunlit crest of a mighty range of scientific thought and opinion. The new tolerance on the part of religious leaders for what is deemed non-religious thinking, is itself a victory of the spirit. The increasing hospitality of ecclesiastical minds for things as they are—for facts—has wide-reaching significance. There is a new charm—long denied to the world—in seeing a faith enlightened by fresh discoveries in the world that is, and a science sobered by the sense of the world that is to be,—meeting in fellowship at the glowing hearthstone of the Father's House. Is not science really more reverent than it was a quarter of a century ago? Are there not fewer men of science who revel in anti-religious dogmatism? Is not the number greater to whom the universe does not end with—stones and stars and microbes and acids? After that self-devotion which belongs alone to those who joyfully accept the yoke and the burden of Jesus Christ, there is no altruism, no consecration to the com-

mon good, which, in reach and fineness, can compare with the temper and pursuits of the men of science of our time.

There is another evidence of the spiritualizing of life. What are literature and the drama, but the portrayal, the expression of life, within, without? In a recent periodical were listed the books and plays which spring out of the Bible, out of the new consecration of men to the service of their fellows, and which place our Master, indeed the Lord of Life, at the very focus of the world's attention. It is not alone that literature cannot afford to neglect Jesus Christ, but that without Him problems are unsolved and the life fabric is in fragments. Here are Scriptural titles, "The Woman Thou Gavest Me," "The Servant in the House," "The Fool in Christ." Whether we like them or not, there is a profound significance in the popular interest in "V. V.'s Eyes," and "The Inside of the Cup." The fiction of Russia, Sweden, Denmark, Germany, Switzerland and Italy is cited as affected by the same spirit. Shocked and indignant as we must be at the coarse, vulgar, and often salacious novels and plays which affront the sense of public decency and are often the very propaganda of vice, we may not forget that in their blunt, undraped candor even they claim to speak in the name of human aspiration for purity and justice. It is stated that the anti-religious story is never the best seller. And to this characteristic of fiction and drama, must be added what I believe to be a fact—that there never was a time when the output of the world's presses was so largely, so variously, so intelligently the product of religious thought, the record of religious activity, the appeal to religious aspiration. The literature of missions, of Biblical research, of interpretation and instruction, of social service, historical Christianity, and of ethics and theology, is a constant stream whose volume is not easily measured. In this literature, there are perforce occasions and incentives, but within it, back in the springs where it takes its rise, are the spiritual aim and motive which prove the fairer day.

Are not new spiritual energies at work in the world's practical affairs? Broadly speaking, the purpose to moralize business is no passing whim. It seems improbable that with the splendid examples of beneficence which are constantly before us, with the keener sensitiveness of the public conscience to the degradation of public and private dishonesty and dishonor, with the fresh enthusiasm for social welfare and the intrepid protest against organized wrong, the world can ever slip back into that tolerance where easy conscience and sluggish morality have accepted as socially necessary what spiritually is an offense to both man and God.

There is a new throb in the yearning heart of the common people. The urgency for the redemption of the multitudes from the curse of poverty and the loss of individual rights has gone far beyond Karl Marx, Fourier, and the rest of them. Lloyd George is splendidly individual, but his significance is chiefly that he is a type. The outcry against the Industrial Workers of the World, with their burning dissent from the conventional industrial order, is as inevitable as the scream of a burnt child. But the thrust and parry, the wounds and defeats of the strikers' protest are often the ill-guarded expression of a spiritual fervor that belongs to the very essence of the faith. In the more respectable agitations of our time, there is corroborative proof. Conventions and Conferences are everywhere, for school hygiene, moral education, prison reform, better civic organizations, charities and corrections, child labor, recreation, anti-saloon, peace; and the great majority of men and women who are promoting these so called secular agencies of the public good are members or adherents of Christian churches. The actual moral energies that are at work are identical with those which operate in what we understand to be the Kingdom of God. Within a few weeks some notable assemblies of avowed Christians have been held. Experience in some of them and observation of others, unmistakably declare that genuine spiritual force,—not emotional effervescence, or militant dogmatism, or sectarian enthusiasm,—but spiritual force,—has never been more distinct and potent in the Christian centuries. The rescue of men ceases not, but the spiritualizing of the social order moves strongly forward. A social purpose is breaking up the traditions of our theological schools, determines the working schedule of our churches, sways the discussions in our ecclesiastical assemblies, glows in the very heart of our sermons, recreates the activities of the entire body of believers and draws into practical fellowship the great communions of the whole world. This social service is not a belated altruism accepted as a task which the world without has forced upon the church, but is from the world within, the expression of the deeper spiritual motive and aim stirred into holy activity by the in-dwelling Spirit of God. The conception of the church as a working agency, not as the final end,—the conviction that the Kingdom of God is not a domain but a condition,—the appeal for service for a race that is being transformed rather than for individuals who must be rescued,—the revelation of a Divine purpose upon which latitude and longitude bring no constraint and holds itself bound to no rubrics or altars,—the disclosure of the depths of the riches of human hearts and the Divine estimate of their values,—the crusading enthusiasm which compels surren-

der and service at whatever cost—these are not due to some reflex influence from the life which is about the church, they are the veritable and unmistakable evidences of the Divine life within,—they are the fruits of the Spirit of God.

There is one other promise of the fairer day concerning which suffer a final word. It is found in the persistence of Spiritual force in spite of changes in doctrinal statement. There is something far more significant than the preservation of the integrity of the creed and that is the continuance of the life it is set to define and protect. Some of us span in our remembrance the reach from the German skepticism which affronted and frightened the Christian Church to these days when in certain quarters agnosticism has seemed an intellectual virtue and our Lord is denied in the house of some of His friends. The ebb and flood of spiritual life have been our test of Spiritual reality. The defense of the faith has ever seemed a high enterprise, but the redemptive force has been God's life in hearts of men.

The life that can survive the forms upon which it was believed to depend is a Divine life. The faith that holds true when the lines which state it are marred is, in essence, of the Spirit. Spiritual purpose, which, unabated in force, and ever stronger in conviction and action, infuses new formulae with the old power, and brings to the world through new alphabets the interpretation of the deep things of God, is a demonstration of God's presence in the human soul. Never was Paul's bold description more sure, "Christ in you, the hope of glory,"—never more pertinent the declaration of the writer of the Epistle to the Hebrews, that "God, who at sundry times and in divers manners spake in time past unto the fathers by the prophets, hath in **these last days** spoken unto us by His Son, whom He hath appointed heir of all things."

It is into this world, where the dominant forces are personal and spiritual, that you are to go. He who gave His life for the world lives in it to-day. In it He daily prepares a place for you. The greater things of which He spoke await your doing. He is Life's Master. Be His and master life through Him. Your occupation is somewhere yonder; there is but one vocation worthy of your soul; it is His service.

Turn we back then, from this look from the chapel steps out upon our world, and with the master key to that life, we enter the chapel and face its meanings. Here is the culture of our souls. Here devotion claims us. Find we once more that lost art,—meditation. Retreat we into the holy of holies of our own spirits and meet God there. Let us give not alone our

mind to thought, but our heart to worship. One is here Who is more than example; He is our Redeemer. Deep in His word lies the secret of our life. Interfused in all our knowledge must be the radiance of His thoughts. Here we prepare for the life out yonder where He invited us. Before we go, because we must not go into that life useless and unfit, let us here find Him and know Him and become one with Him.

The following Dedicatory Ode, written by Miss Mabel S. Merrill, Bates '91, was sung by choir and audience:

THE HOUSE OF PRAYER

Feet of the Ages, swift and still,
On this low world ye fall like tears
Behold what sign it lifts to-day
Of its heart's need through all the years:
The House of Prayer! Its fair walls rise
To greet with praise the listening skies.

The golden music of the dawn
May flood the earth with melody,
And all the joy of youth and life
Rise, glorying, like a singing sea;
Yet shall the full heart turn for ease
To these calm walls amid the trees.

Feet of the Ages, falling still,
What fear we here your beating pain?
Still, House of Prayer, through all the years,
Receive God's blessing like the rain,
And lift from shadows dim and sweet
Our hearts to touch the Master's feet.

The Prayer of Consecration was offered by Reverend James Albert Howe, D.D., of Belmont, Mass., formerly Dean of Cobb Divinity School.

The audience then joined with the choir in singing the **Consecration Hymn**, written by Professor George Millet Chase, Bates '93.

HYMN

We consecrate, O God, to Thee
This house of praise and prayer.
Our fervent love would symbol'd be
In walls and turrets fair.
Closed from the world, its toil and pain,
Our hearts would find Thee near;
And sweeter than the organ's strain
Thy voice our spirits hear.

Here may the longing soul be fed,
The tempted will grow strong;
Here may the sad be comforted,
The sinful loathe their wrong.
Here may true hearts learn brotherhood,
And, joined in love for Thee,
Delight to work each other's good
In glorious unity.

Send, Lord, from here Thy servants forth,
With love and zeal aflame,
Eastward and westward, south and north,
To glorify Thy name.
Wise in the truth that maketh free,
With faith to daunt each foe,
May they impart the joy in Thee
That here they learned to know.

At the conclusion of the "Hallelujah Chorus" by Organist Macfarlane, the audience was dismissed with the benediction by Dr. Anthony.

Many members of the audience remained in the chapel, examining the decorations of the chancel, and listening to the organ as Mr. Macfarlane endeavored to acquaint himself somewhat with the combinations and possibilities of the instrument, in anticipation of his evening recital.

There were heard only words of commendation for architect and builder, words of congratulation for all students and friends of Bates, and words of thanksgiving for the generous donor of the beautiful building.

THE CHAPEL

The architecture of the chapel is English Gothic of the collegiate type. King's College chapel furnished the suggestion of a long rectangular building outlined by four towers dominating the whole structure. The building is constructed of "seamed" granite, the oxidized surface of which possesses charm of color and gives even now the impression of age. Both externally and internally the building shows the marks of a mind that worked logically, conceived clearly, and felt the quiet harmony of intellectual beauty. The essential virtues of architecture are well exemplified, both in the various parts and in the building as a whole.

From any point of view the building is interesting, worthy of study and full of charm. Viewed from the side, there are the towers graceful in their proportion and suggestive of unity by outlining the space which the architects employed themselves to utilize. The long, unbroken line of the roof, as well as the lower walls, serves to fill in the space thus enclosed and suggests the unity which the building so well exemplifies. Variety and beauty of decoration are found in the windows, two square, lintel-crowned alternating with two arched in the dormers which break the monotony of the long sides and roof. The windows are divided into five parts by mullions, and each broken by effective tracery in artificial stone. Even in the separate windows, the alternate repetition of parts is preserved. Cathedral glass in leaded squares with an edging of colored glass fills in the window space.

Viewed from the front, the pronounced symmetry and balance of the building are noted and the plan of the facade is readily comprehended. Over a porch, spacious, dignified and yet inviting, is a large window corresponding to the great west window of the cathedral plan, set in an arch of the form used consistently throughout the building. The form of the arch is worthy of notice,—Gothic, but not markedly pointed and with the arch itself passing into the sides of the window with hardly an angle indicated. Here we find the same tracery, though somewhat more complex. On each side rises a tower well above the gable, and flanked with buttresses that give an unmistakable impression of stability and strength.

Entering the chapel through the front door we step into an attractive vestibule, the width of the building, with a tile-floor and an arched roof. This vestibule is separated from the auditorium by a screen of oak framework, filled in with leaded glass similar to the windows already described.

As we pass the swinging heavy-oak doors into the auditorium there are two features that distinctly chain our attention,—the chancel, separated from the auditorium by a wide, impressive arch of brick, and the open trusses and rafters that support the roof. The stained glass window over the altar in the chancel is also noteworthy. The central feature, the *Agnus Dei*, is supported on each side by the symbols of the four evangelists. The reredos is of richly carved quartered oak, and its two canopied niches contain carved statues of the representative Christian scholars, St. Augustine and St. Thomas Aquinas. The ceiling of the chancel forms a canopy of seventy-two panels. Twenty-four of those are filled by conventional figures of the twelve apostles, while the remaining forty-eight are filled with simple geometrical designs. The prevailing color of the panels is dark blue which harmonizes with the dull gold of the organ pipes. Ceiling, stained-glass window, reredos, organ and rich background unite in producing a richness of effect and a harmony of detail that make the chancel a worthy object of study and a source of constant enjoyment for those who daily sit before it.

On either side of the chancel are choir stalls and canopied seats for those officiating at the exercises. Above these on each side are the display pipes of the magnificent organ. These are decorated in plain dull gold and encased in beautifully carved dark oak tracery. The pulpit stands at the base of the great arch on the left hand side, while the reading desk occupies a similar position on the right. These, both in material and decoration, harmonize with the altar.

The arch, to one acquainted with ecclesiastical architecture, brings a wealth of suggestion, dating as it does back to Roman days and recalling the old Roman basilica and the triumphal arches of martial victories. First used in these secular ways, it was early appropriated by the church as a form significant and fitting to separate the chancel and choir of churches from the nave and transepts. The idea of a "Triumphal Arch," therefore, is still retained. So was it a triumphal entry for the soul to pass from the world of action and of men to the sacred precincts of God's ministers and of His presence. Such, in brief, is the significance of this one feature of the interior.

The open trusses with their rich decoration and obvious strength, and the exposed rafters suggestive both of rhythm and of utility, give an interest to the ceiling that can hardly be matched in a room in which all this ornament and use are concerted. The woodwork of the interior rafters, beams, trusses, seats and all the carving of the chancel is a rich, dark



The New Chapel, Interior

brown in color, and harmonizes well with the exposed brickwork and with the unobtrusive tint of the walls. Look ever so closely and the eye cannot find any part that is out of place or incongruous. All the parts are bound together into a unity of form and of effect satisfying both the eye and the understanding, and creating an atmosphere of restfulness and repose.

THE ORGAN

The organ is divided into two parts and placed on either side of the chancel. The console is detached and situated on the chancel floor near the choir stalls on the left. Messrs. Hook-Hastings Co., of Kendal Green, Mass., were the builders. The specification is as follows:

Three manuals and pedals. Electro-pneumatic action.

Great organ:

- 16 ft. Bourdon, wood
- 8 " Open Diapason, metal
- 4 " Octave, metal
- 8 " Viole d'Amour, metal
- 8 " Gross Floete, wood
- 8 " Cornopean, metal, reeds

Swell organ:

- 16 ft. Bourdon, wood
- 8 " Open Diapason, metal
- 8 " Voix Celeste, metal
- 8 " Salicional, metal
- 8 " Gedeckt, wood
- 4 " Flute Harmonic, metal
- 8 " Oboe, metal, reeds

Choir organ.

- 8 ft. Horn Diapason, metal
- 8 " Dulciana, metal
- 8 " Melodia, wood
- 4 " Flute d'Amour, wood
- 8 " Clarinet, metal, reeds

Pedal organ:

- 16 ft. Open Diapason, wood
- 16 " Bourdon, wood
- 16 " Lieblich Gedeckt, wood
- 8 " Flute, wood

Couplers:

8 ft.	Great to Pedal
8 "	Swell to Pedal
8 "	Choir to Pedal
8 "	Swell to Great
8 "	Choir to Great
8 "	Swell to Choir
4 "	Swell to Swell
4 "	Swell to Great
4 "	Great to Great
14 "	Choir to Great
16 "	Swell to Swell
16 "	Swell to Great
16 "	Choir to Great

Combination pistons (adjustable at console)

3	operating on swell and Pedals with release
2	operating on Great and Pedals with release
2	operating on Choir and Pedals with release
	General release

Accessories:

Crescendo pedal
Balanced Swell pedal
Sforzando pedal
All couplers (pedal)
Release compound couplers (pedal)
Tremolo, Wind indicator, Crescendo indicator

The organ is equipped with all the modern appliances for lightening the work of the organist. The pedals keyboard is of the concave radiating type and the action is remarkably light and prompt. A wind supply sufficient for the heaviest demands is furnished by a Kinetic blower driven by a two horse-power electric motor controlled from the console.

The voicing of the individual stops is beautiful, the full organ effective.

THE ORGAN RECITAL

The audience at the organ recital in the evening was limited solely by the seating capacity. Tickets of admission were issued to the students, faculty, and immediate friends of the College. It was with regret that the committee in charge were obliged to refuse scores of requests for admission; but the recital was primarily for the students, and the admission privileges had to be limited.

The skill of Mr. Macfarlane at the organ is too well-known to need comment; it suffices to call attention to the following program:

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|-----------------------------------|------------|
| 1. March, "America the Beautiful" | Macfarlane |
| 2. Traumerei | Schumann |
| 3. Menuet | Boccherini |
| 4. Fugue, in G Minor | Bach |
| 5. Funeral March | Chopin |
| 6. a Spring Song | |
| b Scotch Fantasia | Macfarlane |
| 7. Largo | Handel |
| 8. March | |
| 9. Evening Star Song | Tannhauser |
| | Wagner |
| 10. Overture | |

LECTURES ON THE GEORGE COLBY CHASE FOUNDATION

Since the endowment of the George Colby Chase Foundation, Bates audiences have listened to many notable lectures from men of the highest ability; but this season has surpassed all previous ones in the number and variety of lectures,—some of them at least unsurpassed in importance by any that have been delivered in the years preceding. The opening lecture of the course was delivered at City Hall, on the evening of November 8, by Seumas MacManus, the Irish poet and humorist. His subject was "Irish Fairy and Folk Lore." In spite of a pouring rain, a good-sized audience assembled, and they were richly rewarded by a most unique and charming talk. For it was a delightfully informal talk rather than a set lecture. Beginning with a tale of his own boyhood in illustration of the manner in which legends spring up and develop among the Irish country people, the speaker went on to speak of Irish fairy lore, and the place that belief in the fairies holds in the hearts of the peasants. He exemplified the wealth of fairy legends by recounting a few of the tales, particularly one entitled "Donald of the Hump," a story brimming with quaint and whimsical Irish humor. Next Mr. MacManus gave an account of some of the popular proverbs current in his native Donegal, in many cases repeating the story out of which the proverb grew. Among the many proverbs which he quoted are such racy sayings as these: "God never shuts one door but he opens two." "'Tis bad manners to talk about a rope in the house of a man whose father was hanged." "I have known a man's tongue break his nose." "A bald head's better than none." "What's all the world to a man when his wife's a widow?" "The Lord likes a little encouragement." From the proverbs, the speaker went on to local legends and superstitions in regard to animals, relating fables concerning the fox, the cornrake, the bat and the crow, and the blackbird and the plover. In conclusion he recited a specimen of the humorous folk tales, relating in an inimitable manner the story of "The King who was a Gentleman." From beginning to end the audience was held entranced; for not only did Mr. MacManus bring them a feast of unusual information, replete with the grace and charm of Irish fancy, but he enhanced the effect of his words by the perfect fitness of manner, tone and gesture, and the revelation of his own delightful personality.

The second lecture was by Dr. Edgar J. Banks, on "The Bible and the Spade," and was delivered in Main Street Church, the evening of November 13th. The church was well filled, for all who heard Dr. Banks' lecture

of a previous year were eager to hear him again. As may be inferred from the title, the lecture was an account of some of the many archaeological discoveries of recent years that have thrown light upon portions of the Old and the New Testament. Beginning with an interesting inscription which once belonged to Herod's temple in Jerusalem, Dr. Banks referred to other discoveries in Jerusalem and other parts of Palestine, in Egypt, Mesopotamia and other regions, concluding with an account of some of the tablets unearthed in the buried cities of Mesopotamia, and their analogies to biblical narratives such as those of the creation and the flood. It was remarkable what an amount and variety of material Dr. Banks succeeded in compressing into the short space of this lecture, all without any sacrifice of scholarly accuracy, or of the utmost clearness and a really fascinating interest. A wealth of fine illustrations aided the vivid words of the lecturer in transporting his hearers to the actual presence of the scenes and places he described.

The third lecture, and doubtless the most important yet delivered on the George Colby Chase Foundation, was by Alfred Noyes, on "The Future of Poetry," and was given at Main Street Church, on the evening of December 2. The distinction of the speaker attracted a large audience. In his lecture proper, Mr. Noyes reviewed the English poetry of the past century, and showed that its best achievement is represented by the optimism and idealism of such poets as Wordsworth, Tennyson and Browning. He showed that the best poetry of the future must be true to idealism, with splendid and crushing irony exhibiting the essential weakness of the school of modern poets who make materialism their philosophy, and seek with coarse realism to depict man's lowest passions. The address was worthy of a great poet in its nobleness of thought and its choice diction. It was also noteworthy for its powerful logic and its intellectual keenness and precision. After the lecture, Mr. Noyes, to the great delight of the audience, read a number of his poems. These included "A Devonshire Legend," "Forty Singing Seamen," "The Highwayman," "The Origin of Life," and—this last in response to an enthusiastic encore—"The Barrel Organ." Mr. Noyes is a remarkable reader. Though entirely free from elocutionary tricks, he renders his poems in a voice of wide range and musical quality, with fine expression and great dramatic power. At the close of the exercises the members of the audience were given the privilege of meeting the poet and his gracious wife. Those who availed themselves of this privilege were impressed anew with the fact revealed in Mr.

Noyes' lecture and reading, that he is not only a great poet and lofty thinker, but a man of unusual magnetism and personal charm.

On December 15, Dr. Arthur S. Cooley gave a lecture on "Athens," at the Main Street Church. Dr. Cooley is a man of fine scholarly training, and has spent many years in travel and study in Greece, and these facts were evidenced by his vivid and interesting account of the wonderful city. The lecture was supplemented by a great number of remarkable views, taken by Dr. Cooley himself. An interesting circumstance in connection with this lecture was the presence in the audience of a hundred or more Greeks resident in Lewiston and Auburn. They followed the words of the speaker with absorbing interest, and broke into enthusiastic applause when he addressed to them a few sentences in modern Greek, congratulating them upon the recent achievements of their native country.

At City Hall, on January 16, Samuel S. McClure addressed a good-sized audience on "The Making of a Magazine." In graphic language, Mr. McClure described the struggles and varied experiences through which the well-known magazine which bears his name was begun and brought to success. Incidentally he mentioned his relations with some of the noted literary men whose acquaintance he made. He clearly explained the features which made McClure's Magazine, while under his editorship, a publication of distinctive character and influence. Mr. McClure then went on to give an earnest expression to his views of the reforms needed in American government. He presented an impressive array of statistics tending to prove the wastefulness, inefficiency and corruption of our present methods, and the need of a scientific and business-like system, like that in force in German cities. Mr. McClure is a man of interesting personality, unconventional, original, and abounding in energy, and he impressed his hearers with his evident deep earnestness and public spirit, as well as his great ability.

The concluding lecture of the season was by Rev. James A. Francis, D.D., of the Clarendon Street Baptist Church, Boston. It was entitled "A New Order of Saints and Sinners," and was delivered at the Main Street Church, February 25. The lecture was an impassioned statement of the need for an awakening of conscience with respect to our duties to society, as contrasted with our private moral and spiritual life. He showed how social regeneration was an integral part of Christ's ideal of the Kingdom of God. By striking examples he illustrated how far this idea still is from realization, but with confident optimism pointed to numerous signs of the awakening of a social conscience in our own nation and in the world at large. Dr. Francis is a vigorous and able speaker, and his eloquence is reinforced by patent conviction and sincerity.

The series of lectures is one to look back upon with pleasure, and to set as a mark for future seasons to equal—for it will probably not often be surpassed.

DAY OF PRAYER FOR COLLEGES

The Day of Prayer for Colleges was fittingly observed, Thursday, Jan. 29. For the first time this time-honored and sacred day was observed in the new Chapel, and it was the most impressive service held in years. Rev. Enoch Bell, of Boston, for the third consecutive Day of Prayer, delivered the morning sermon. Though convalescent from a recent operation, his address was virile, masterful, and a real message for the college student of to-day.

The classes met for prayer early in the morning, as did also the Faculty at the home of President Chase. At ten o'clock all gathered in the chapel. Many visitors were present and the building was well filled. During the Organ Voluntary, the sacredness of the day, enhanced by the beautiful building in which it was being observed, impressed all, and silence reigned for moments before the Processional. After the opening prayer by President Chase, the Chapel Choir sang the anthem. Scripture was read by Dr. R. F. Johannot and prayer offered by Dr. A. T. Salley, after which the College Male Quartette sang the response. Mr. Bell was then introduced.

It seemed especially fitting that one who has become endeared to every Bates student, and who has become such a friend of the college, should deliver the first sermon from the pulpit of our new chapel.

Mr. Bell spoke of his previous visits and the pleasure they gave him. He declared that there were three essentials of success; to have a vision; hear a call; and to volunteer. "The man without a vision, an ideal, even though a college man, will soon be shoved back as a piece of driftwood." "The ideal of some, is money, of some, learning, of others, to help people,—Property, Philosophy, and People, but the greatest of these is People. He pointed out the fact that the greatest need of people to-day is character. "The Orient realizes that its greatest lack is character; if half the atrocities of the Balkan war were known, we should be ashamed of the white race. The revolt of the Hindus in South Africa, caused by the oppression of their over-lords; the racial hatred in our own country, and our problems of labor and immigration; all point to the great need of to-day, Character." He quoted a lawyer who said to him, "I wish I had some religion; I need it;" and a Japanese educator who said, "My young men need something to give them character." More men and women are in need of divine help than we realize."

In fine presentation of his last point he read the poem beginning,

"It's great to be out where the fight is strong,

To be where the heaviest troops belong,

To fight for God and Man."

Mr. Bell spoke again in the evening of the college graduate's mission in life. That mission was "to set men free," free from magic, superstition, and moral laxness. He paid splendid tribute to Charles R. Wallace, a Bates man who was his teacher in preparatory school. "The man who gave me ideals and the inspiration to become what I am."

"I cannot come to Bates without offering a prayer for that graduate of Bates of whose students from that little town, two became foreign missionaries, several entered the ministry, many became teachers, while others entered the various professions imbued with that spirit of his." "May Bates ever send out such men, trained in heart as well as mind."

BULLETIN NUMBER THREE

The College expects to issue Bulletin No. 3 about the middle of May. Inasmuch as this number will contain plans for the semi-centennial celebration, it is the wish of the college officials that a copy of the Bulletin reach every living graduate of the College. If your own address is to be different from that to which this Bulletin is sent; if you know of graduates who fail to receive the College Bulletins regularly, will you not notify the Registrar to that effect.

COMMENCEMENT WEEK

June 21-24, 1914

Sunday, 3.30 P.M.—Baccalaureate Sermon by the President in Main Street Church.

Monday, 2.30 P.M.—The Class Day Exercises of the Class of 1914 in Hathorn Hall. 8.00 P.M.—Illumination of College Campus.

Tuesday, 7.30 A.M.—Picnic breakfast of the Alumnae Club on Mount David, followed at 9.00 by business meeting in Polymnian Room.—8.00 A.M.—The Annual Meeting of the College Club in Eurosophian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. Reunions of Classes of '79, '84, '89, '94, '99, 1904, 1909, at places and hours designated by the class secretaries.

Wednesday, 10.00 A.M.—The Forty-eighth Annual Commencement in College Chapel, followed by the Commencement Dinner. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by the President in Fiske Room, Rand Hall.

The Bulletin of Bates College is published by the College four times a year.

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Bulletin
of
Bates College

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BATES COLLEGE
LEWISTON, MAINE

Circular of Information

Commencement, Wednesday, June 23, 1915
Fall Term Begins, Thursday, September 23, 1915

GEORGE C. CHASE, D.D., LL.D., President

The Bates College Bulletin is issued quarterly in December, March, June, and September. Bulletin No. 1 takes the form of the regular College Catalogue. Bulletin No. 2 is usually a Circular of Information, giving an account of the most important events of the preceding six months. Bulletin No. 3 emphasizes the plans for Commencement and the close of the college year; it often contains features similar to those found in the Circular of Information. The fourth Bulletin is the President's Report to the Board of Fellows and Overseers.

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COMMENCEMENT WEEK

June 20-23, 1915

Sunday, 3.30 P.M.—Baccalaureate Sermon by the President in College Chapel.

Tuesday, 8.00 A.M.—The Annual Meeting of the College Club in Europhian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. Reunions of Classes of '80, '85, '90, '95, 1900, 1905, 1910, at places and hours designated by the class secretaries.

Tuesday, 2.30 P.M.—The Class Day Exercises of the Class of 1915 in Hathorn Hall. 8.00 P.M.—Illumination of College Campus.

Wednesday, 10.00 A.M.—The Forty-ninth Annual Commencement in College Chapel, followed by the Commencement Dinner. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by the President in Fiske Room, Rand Hall.

COLLEGE CALENDAR

June-December, 1915

June 9—Junior Exhibition	Wednesday, 7.45 P.M.
June 10—Ivy Day	Thursday
June 11-18—Examination of College Classes	Friday-Friday
June 20—Baccalaureate Exercises	Sunday, 3.30 P.M.
June 22—Annual Meeting of the Corporation	Tuesday, 9.00 A.M.
June 22—Class Day Exercises	Tuesday, 2.30 P.M.
June 22—Annual Meeting of the Alumni	Tuesday, 7.30 P.M.
June 22—Illumination of College Campus	Tuesday, 7.45 P.M.
June 23—Commencement	Wednesday, 10.00 A.M.
June 23—President's Reception	Wednesday, 8.00 P.M.
September 21-22—Examinations for Admission to College,	
	Tuesday, Wednesday, 8.30 A.M., 1.30 P.M.
September 23—College Year Begins	Thursday
November 15—Tuition Due.	
November 1-12—Sophomore Preliminary Declamations	1.30 P.M.
November 13—Prize Division	2.00 P.M.
Thanksgiving Recess, from 12.00 M., November 24, to 12 M., November 29	
December 22—Christmas Vacation Begins	Wednesday, 12.00 M.

THE BATES SEMI-CENTENNIAL CELEBRATION

When shall Bates celebrate her Semi-Centennial? Fifty years from the granting of a charter to Maine State Seminary? Fifty years from the forming of the first Freshman class? Fifty years from the granting of the Bates College charter? Such were the questions agitating the minds of Bates graduates for nearly a decade.

At their annual meeting in 1912 the Trustees said, "The proper time for commemorating the first fifty years in the life of Bates will be in 1914, for her college charter was received in 1864." The decision once made, committees were appointed to form the necessary plans. The principal committee for this purpose was made up of three Trustees and the President of the College. The Trustees were Hon. A. M. Spear, '75, of the Supreme Court of Maine, A. F. Gilmore, Esq., '92, of the American Book Company of New York, and R. B. Stanley, Esq., '97, of Boston. Cooperating committees were appointed from the Faculty, and also special committees upon various features of the proposed celebration.

The four days selected for an occasion of so great moment to all the friends of Bates were June 21-24. A careful and complete program had been made and widely published and the possibility of attendance upon an occasion of such absorbing interest was for months a burning question to each of the 1700 living graduates of Bates.

Bates men and women are busy people and the fact that nearly one-half of the 1700 were in attendance during a part, at least, of the four eventful days is clear evidence of the loyal interest awakened. They came early and many remained to the close.

The beautiful new chapel was filled on Sunday with attendance upon the Baccalaureate exercises. Many Bates alumni then saw and admired the building for the first time. The theme of President Chase's sermon was "The Finding of Life through Losing It," a theme in harmony with the history and the ideals of Bates. The only lapse from the program for the week occurred on Sunday evening through the absence on account of serious illness of Rev. F. E. Emrich, D.D., Bates, '76. It was a great disappointment that the audience could not hear from the lips of Dr. Emrich his cherished reminiscences of the professors and students at Bates in the college life of nearly fifty years ago. All, however, were charmed by the eloquent and inspiring address of Rev. A. W. Jefferson, of Portland, who met what seemed a serious emergency upon a very brief call. The singing by the vested choir, assisted by some graduates, was of a high

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order both afternoon and evening; and the noble chapel organ, heard for the first time by many graduates, more than met their anticipation.

Monday forenoon was devoted to reunions of college classes, and during this and subsequent days many reunions were held not only in Lewiston and Auburn but at all of the numerous and attractive resorts within radii of twenty miles or more from the two cities. In the afternoon the Class Day exercises were held in Hathorn Hall. The building and its approaches upon the campus were thronged with visitors. The exercises were of unusual merit. All the participants seemed to have gathered inspiration from the occasion, and it is to be regretted that the addresses and poems cannot fitly be printed in this issue of the Bulletin in their entirety.

Monday evening found the campus brilliantly illuminated with beautiful colored lights and thronged by an audience apparently of thousands gathered for the presentation of the Senior Play, *Alcestis* (given in English). The classic play, so strong and impressive in itself and so admirably rendered by the different characters, held the close attention of an outdoor audience that might have been excused for restlessness. The spacious platform in front of Coram Library served as the stage and amply met all the requirements.

Tuesday was the regular day for the annual meeting of the Trustees and was also, through special arrangement with the Senior Class, Alumni Day. At an early hour hundreds of graduates had sought the campus and were busy in noting the changes brought in the years that had separated many of them from their Alma Mater. There were men there who had not returned to Bates for more than forty years and the classes of the preceding fifteen years were present in great numbers. The annual meeting of the President and Trustees was harmonious and very brief, all being eager to witness the carnival and the athletic events on Garcelon Field. There was a procession of alumni by classes to the Field. Then followed track events with alumni and undergraduates participating and with endless variety in the features. The costumes, movements, and performances awakened universal enthusiasm and great merriment. The baseball game between alumni and the Bates team (champions for 1914 in the intercollegiate baseball contest in Maine) was of absorbing interest. The alumni team took their defeat gracefully, proud of the winning college team of the state.

The number of returning graduates increased with every hour, and by Tuesday noon it was evident that a far larger number of Bates men and

women were gathered upon the grounds and in the buildings than at any previous time in the history of the College. The Commons and the dining-rooms in Rand Hall and Cheney House were taxed to their utmost limit. The college halls, the homes of the Faculty, and the hotels of the town were crowded with guests. In the afternoon occurred the Semi-Centennial exercises in the College Chapel. The addresses by President Chase, '68, and Carrol L. Beedy, Esq., '03, and the poem by Rev. Thomas H. Stacy, D.D., '76, are published in full in this issue, and may be thought worthy of preservation by graduates that were denied the privilege of hearing them.

At 4 P. M. occurred the organ recital and concert in the College Chapel, with Miss Florence A. Wells of Lewiston, organist, Hubert P. Davis, '12, violinist, and Ernest J. Hill of Portland, soloist. At 5 P. M. graduates gathered on Hathorn Hall terrace and woke the echoes with happy college songs.

At 7.30 P. M. the annual meeting of the Alumni Association was held in Hathorn Hall and at 8 P. M., the spacious City Hall of Lewiston was crowded with eager spectators to enjoy the Pageant: Scenes in the History of Bates. Ten scenes were presented, exhibiting in epitome some of the more important events during the first half century of Bates. The great audience remained to the very close. The citizens of Lewiston and Auburn, especially, were impressed by important facts and incidents in the life of the College that had marked its development from its humble beginning in 1864 to this joyous reunion and celebration in 1914. Upon the completion of the program all, save alumni in the secret, were surprised by the presentation to President Chase of a beautiful loving cup as the gift of the Bates Alumni.

Wednesday, the 24th, was Commencement Day, and without question it was the most interesting and momentous Commencement in the history of Bates. Except for a slight excess of warmth the day was ideal. The campus with its luxuriant shade trees partially veiling the buildings, its groups of rejoicing graduates gathered here and there upon the grassy knolls and in the shadows of the halls, was never before so dear to the students, the alumni, and the friends of Bates. To Bates eyes it was the most charming place in all the world.

When the exercises of the day began, the beautiful chapel was crowded to its utmost capacity—gallery, corridors, vestibules, and even the chancel. Among the guests were Governor William T. Haines of Maine and his Staff, President A. Lawrence Lowell of Harvard, President W. H.



The Bates Chapel

P. Faunce of Brown, President Robert J. Aley of the University of Maine, and others eminent in educational and civic life. After addressing the ninety members of the graduating class and presenting their diplomas, President Chase, in behalf of the College, conferred nine honorary degrees, prefacing the delivery of the parchments with a brief address to each recipient. Degrees were conferred as follows: William Thomas Haines, LL. D.; Mrs. Laura Elizabeth Richards and Miss Grace Patten Conant, Litt. D.; Rev. Joshua Martin Frost, Rev. George Henry Hamlen, and Rev. Arba John Marsh, D. D.; Estes Nichols, Harry Hayman Cochrane, Isaac Ambrose Smith, A. M.

The procession formed at the main entrance to the chapel and marched directly to the large tent provided for the Commencement Dinner, slightly to the rear of Hedge Laboratory. There were one thousand guests, yet all were seated comfortably and at the close of the excellent dinner were within hearing distance of those who responded to the toasts of President Chase. The eleven speakers were Governor Haines, Hon. Samuel W. McCall, President Lowell, President Faunce, President Aley, Hon. Walter E. Ranger, '79 (Commissioner of Education for Rhode Island), Rev. S. H. Woodrow, D. D., '88 (of the Pilgrim Congregational Church, St. Louis), Mrs. Laura E. Richards, Justice A. M. Spear, '75, Supreme Justice A. R. Savage, and Professor Grace Patten Conant, '93, of James Millikin University. The addresses were worthy of the distinguished speakers and held the rapt attention of all in attendance. The occasion was enlivened by vigorous cheering (led by the graduating class), and by the Bates yell and class yells with all their variations. The speaking, though protracted into the late afternoon, did not for a moment lose its interest and Bates loyalty impersonated in the hundreds of graduates present rose to a pitch never before attained on a Bates Commencement Day.

The reception given by President Chase at Rand Hall on Wednesday evening was the occasion of many happy reunions and continued to a late hour. It was the largest reception ever given at Bates. Graduates and guests remained to the close of this final function of Semi-Centennial and were unanimous in their avowal that the celebration of the first half century of Bates was eminently worthy of the noteworthy and interesting experiences and events that it commemorated. The exercises of the week made a deep impression not only upon the graduates and well-known friends of the College, but also upon the citizens of Lewiston and Auburn. All the people united to do honor to their College. Particularly gratifying was the kindness and helpfulness shown by many citizens in render-

ing the week enjoyable and successful. One of the most delightful and most warmly appreciated of the many generous services rendered must be credited to the French-American citizens of Lewiston, who contributed without stint both in material and in well timed effort to the success of the historical pageant.

Through the exercises of this Semi-Centennial Week, Bates came to a larger and a most inspiring consciousness of her own strength and of her significance in the educational world. She has entered upon her second semi-centennial with a profound faith in that gracious Providence that has directed her through all the losses and the gains, the difficulties, the discouragements, and the accumulating triumphs of the swiftly passing years.

SCENES AND EVENTS IN THE EARLY HISTORY OF BATES.

The brief time allotted me this afternoon forbids any attempt even at the briefest historical sketch. I must content myself with an effort to bring to you a few of the scenes and events thronging in my memory and presenting warp and woof for a real history of our loved College. You all know that Maine State Seminary out of which Bates College grew was born in a single inspired thought flashed upon the imagination of Oren Burbank Cheney. That thought has determined the destiny of thousands and will grow ever more fertile in its influence to the end of time. And no one life could receive from it more effective impulse and direction than it has imparted to my own. It was the appeal of Ebenezer Knowlton, Mr. Cheney's fellow pioneer, that made Maine State Seminary a necessity to my very existence.

The school had opened with a large attendance and great enthusiasm. But a business panic had smitten the country with paralyzing fear. The pledges that had seemed to assure the meeting of obligations to contractors had proved worthless. And so Mr. Knowlton hastened from church to church among the Free Baptists of Maine pleading for prompt assistance. His picture of the splendid opportunities offered by the Seminary and of the peril that was threatening them was irresistible. The school was saved. The joint appeals of Mr. Cheney and Mr. Knowlton had secured the needed money. More than this, they had kindled in the breasts of hundreds of eager youth an ambition that would not stop short of its shining goal—student life in the Maine State Seminary.

How vivid is my memory of my first view of that enchanted palace of my hopes. I had climbed Mt. David from Main Street, and when just as I reached its ledge-crowned summit I looked down upon the place now hallowed by so many sacred memories, my heart throbbed with an ecstasy like that of the Crusaders catching their first glimpse of the Holy City. The twenty-acre plot then constituting the Campus and the two buildings—Parker Hall and Hathorn Hall—that crowned the ridge completely filled my field of vision and left nothing to be desired. Here at last was the object of my dearest hopes, the Mecca of my long delayed pilgrimage! The air was laden with the balmy odors of spring. A score or more of young men were singing in front of Parker Hall and gliding back and forth between the street and the Campus. They were students of Maine State Seminary, and on the morrow I should be one of them.

The grounds, indeed, were treeless and ungraded and terminated a little beyond Hathorn Hall in a rough hummock-sown cow pasture. They were bounded on the east and west by stump fences. At the foot of them, nearly opposite the site now occupied by Milliken House, was a small circular artificial pond with a rude wooden pump from which the young men drew water for their rooms in the western half of Parker Hall. The young women, who occupied the eastern half (duly isolated by a



Hathorn Hall

heavy brick partition) were permitted to obtain theirs from a pump in the basement of the building. I was a farmer boy, and it did not occur to me at the time that there was any neglect of aesthetic requirements. I was, however, ready to respond somewhat later to the call for volunteer tree-setting, and was one of sixty or more young men that on tree day marched to the neighboring woods with shovels on their shoulders to transplant the coveted elms and maples. Nor was I displeased when several years later the first attempts at grading were made. The institution

had just received a second christening, and in response to the question, "Why do they call it Bates?" a quick-witted spadesman exclaimed, "Sure, because it 'bates' all the colleges!"

My first chapel was as momentous as my first view of the Seminary. I was awe-stricken as passing with scores of young men and young women through the doorway on the west side of Hathorn Hall, I found myself in the large room consecrated for daily prayers. On the platform in the extreme rear were sitting Principal Cheney and his five associates—two men and three women. The settees were quickly filled with reverent students. The place seemed pervaded with the spirit of worship. Mr. Cheney conducted the service and led in the singing in which nearly all joined. He was then not quite forty years old and a handsomer man I had never seen. Tall, shapely, dignified, he seemed the embodiment of serious kindness and of generous interest in youth. His hair was light brown; his complexion was clear and slightly suffused with color. His fine blue eyes shone wonderfully beautiful through his gold-rimmed glasses. His voice was low, firm and distinct. In singing it gathered volume but easily reached the highest notes. He was always a splendid specimen of physical manhood. The late Senator Frye in a reception given to President Cheney on his retiring from his position, pronounced him the handsomest man in the room. He was then seventy-eight years old.

From the time that he became the head of Maine State Seminary his duties were chiefly those of an organizer and administrator. But he had the capacity for choice scholarship; and he was one of the best teachers that I have had. A born diplomat, he seldom became assertive, but on occasion he met a difficult situation with splendid energy. He was always a defender of human rights, and even in his college days had been mobbed for his bold stand as an abolitionist. A single instance in his dealing with students will illustrate his ability to cope with a difficult situation. Somewhere in the seventies, a group of College boys yielding to the temptation to be "smart" engaged the attention of a farmer that had come to Lewiston with a load of wood to sell. While these detained him, another group unharnessed his horses, removed the wheels from his wagon and carried the wheels and the parts of the harnesses to places difficult to discover. The poor man on grasping the situation searched long and fruitlessly for his lost property. At length, in grief and despair he sought Dr. Cheney and acquainted him with his trouble. President Cheney promptly ordered the college bell rung and summoned all the young men to the Chapel. Then with great earnestness he said to them:

"The man whom you are tormenting may be humble and poor, but his rights are as sacred as yours. I expect you at once to restore his property and to make honorable amends for your conduct." The young men dispersed with a cheer, restored the wheels to the wagon, re-harnessed the horses, apologized to the farmer, out of scanty purses gave him a generous sum, and sent him on his way praising Dr. Cheney and his College.



Parker Hall

The change from Seminary to College after a long, hard struggle was effected in 1863. It was a Western College in a New England environment and as such proved a serious misfit, necessitating anxious and painstaking readjustments. I vividly recall the first chapel under the new organization. Ten young men and six young women filed into the aisle on the eastern side of the room and made their way grandly to the seats at right angles with the platform, while a nondescript crowd of boys and girls of various grades and ages eagerly looked on. I was a Senior in the

fitting school and to me that group of Freshmen, with some of whom I had recited but a little before, seemed as august as the ancient Roman Senate.

The young men had been among the sixteen that one year before had petitioned Mr. Cheney for the establishment of a College. They were not all there. Some of them had in the year intervening hastened to the defence of the Union, and more than one had already exemplified the meaning of the Latin proverb—"Dulce et decorum est pro patria mori." Of those responding to this first summons to College prayers, several had been three months' volunteers. It was a time of testing and of trial and not a few of the boys in the eager student body of that morning subsequently sealed their patriot devotion with their lives.

And the six girls! the first on the Atlantic seaboard to be known as College women! How they thrilled to their distinguished opportunity was proclaimed in their every movement. Alas! before the end of their Freshman year not one of them remained. The outer world frowned upon them as freaks and anomalies, and their own classmates found it hard to endure the gibes and jests so freely flung at this pseudo "college for women and niggers." Such was the refined phrase in which the young men of the neighboring institutions expressed their contempt for this child of the West seeking a home in New England.

The apology for this delicate compliment was found partly in the fact that Bates had been modeled after Hillsdale and had sought to gather and attainments, and partly in her open hospitality to black students from under the broad shield of a college youth of both sexes and of varied ages and attainments, and partly in her open hospitality to black students from the South. The founders of Bates were out and out believers in human equality and did not hesitate to show their faith by their works.

There were never in the history of Bates more than a half dozen negroes within her walls at one time—and seldom more than two or three—but the number was sufficient in that period of unmitigated race prejudices to make her a target for malignant cynics. To the honor of her Faculty and students be it known that she never showed the white feather. One incident will illustrate her loyalty. A colored student from Virginia encountering a "gentleman from old Kentucky" was violently pushed from the sidewalk into the ditch. In scarcely more time than is required for the story he was arrested by a policeman, haled into the municipal court and in the presence of fifty Bates boys was sharply fined for his cowardly and insolent assault upon one of their number.

No woman at Bates was ever ill-treated by fellow-students. But the presence of young ladies in an institution calling itself a college was so phenomenal in the New England of fifty years ago as to cause even the most considerate to lift their eyebrows and hold their breath in ill-concealed astonishment. And the association of young women with young men within the sacred precincts of a college was to those self-constituted censors who claimed as a divine right the privilege of passing upon all questions of birth, breeding and custom, no less than positively shocking. Even to-day conservative New England looks with suspicious eye upon co-education—at least beyond the academy or high school. What wonder that a half century ago even chivalrous College men felt embarrassed by the presence of women classmates. The girls felt the chill produced by their presence and one after another quietly withdrew. Twice in the first three years of the new College a group of scholarly and refined young women relinquished, some of them with sad hearts, opportunities dear to them as life.

But in 1865 there came to Bates a girl whose eager ambition for all that the charter of the institution had guaranteed her sex nothing could repress. No hand was extended to her in kindly welcome, no eye beamed approval upon her coming. Her classmates looked at her with troubled countenances and even the members of the Faculty—every one of them a gentleman—were suspected of wishes that they in no way expressed. She could not have misunderstood the situation for she was a girl of delicate sensibilities and of acute and vigorous mind. But her high hopes could not be subdued nor her firm purpose daunted. Brilliant in recitations, equal to any and every situation, she was with her classmates while not of them. It is, I believe, not too much to say that although Mary Wheelright Mitchell did not introduce co-education at Bates, she established it.

A brief story may make clearer the character and quality of the woman. She was a poor girl who not only worked her own way but contributed to the support of her invalid mother. In her summer vacations she toiled in a Lewiston cotton mill. In the long winter vacations she taught country schools. Arriving at her schoolhouse on the first day of one of those winter terms, she found the stairs that led to her room on the second floor blocked from bottom to top with heavy sticks of cord wood. She did not hesitate. Bell in hand and books under her arms, on her knees she climbed over the splintery wood to her room to find it filled with over-grown, rude boys ready to dispute her entrance. She forced a passage, subdued the boys, bade them clear the stairway, organized,

taught and governed her school to the satisfaction of all, and went back to College triumphant. Do you wonder that she graduated with honors, gained distinction as an educator, was made a professor of Greek at Vassar, subsequently founded a first class school for girls, and ended her career as a happy wife and mother?

But the ill acclimated Western college encountered even more serious difficulties than the obstinate prejudice against co-education. Some of these proved insuperable and, after a series of hotly contested battles between opposing parties among Trustees, necessitated radical changes. When boys and girls scarcely above grammar school grades failed to make clear in their letters and in their association with strangers their membership in fitting school or seminary and figured as students from Bates College the prestige of the institution suffered a shock that gave pause to its most ardent supporters.

Principal Cheney promptly faced the inevitable, and after finding in Pittsfield what he believed to be a worthy home for Maine State Seminary, decided to ask his Trustees to disentangle their college from its embarrassing alliances. He felt confident of success and, unfolding his plan to his associates in the Faculty, authorized them to announce it to their College classes.

It was in the summer of '66 and a little before the annual meeting of the Trustees. I was just completing my Sophomore year. Our daily recitations in the Memorabilia had been finished when Professor Levi W. Stanton, an older brother of our beloved Jonathan Y. Stanton, told my class that he had important news to communicate. How eagerly we listened! At the meeting of the Trustees, then close at hand, said he, there was to be an important change in the organization of Bates. The Seminary was to have a home elsewhere. The College would remain—henceforth unembarrassed by its compromising associations. We were all very happy, for we had often been put to blush by our awkward affiliations with our Seminary friends. He suggested that we had best hold his communication a secret till the Trustees should take the necessary action. We were thoroughly loyal to his counsel, for we loved and honored him as a man of the choicest qualities of heart and mind and as an affectionate and accomplished teacher.

The Trustees arrived and at once were obviously engaged in heated discussion. The next morning very early there was a disquieting rap upon my door and Professor Levi with anxious face asked the instant he was admitted whether my roommate and I had mentioned outside the class

the change that he had told us was impending. Our prompt assurance of loyalty brought the color back to his face, and he hastened away to gain like assurance from the other Sophomores.

The conservative Trustees were in the majority and the anticipated change was delayed for two years. In fact, twice that time passed before it was fully effected.

My reference to Professor Levi Stanton makes opportune some account of the arrival at Bates of our own Professor Jonathan Stanton. He had been elected Professor of the Latin Language and Literature in 1863, but did not come to us till the fall of 1864—the year that I became a Freshman. His coming had been heralded far and wide and the dozen college students and the two dozen or more still in the making were jubilantly expectant. We had listened eagerly to tales of his wonderful scholarship, his marvelous teaching ability and, above all, to the glowing descriptions of his generous sympathy with young men and his unequalled hold upon their affections.

I never knew till I learned from the lips of President Cheney, nearly thirty years later, by how narrow a margin we escaped losing him. When Dr. Cheney presented his name to the Trustees there was a rival candidate of no little prestige who had the decided preference of many of them on account of his pronounced loyalty to the Free Baptist denomination. Mr. Stanton was at that time a Congregationalist and a recent student at Andover Theological Seminary. An informal ballot proposed by discreet President Cheney indicated a preference for Mr. Stanton's rival. A recess was held. When the Trustees re-assembled it was evident that there had been some effective talking in which Mr. Cheney had made himself clearly understood. A formal ballot followed and Mr. Stanton was found to be elected by a plurality of one vote. What, fellow graduates, would Bates College have been to you if the other man—and he was a gentleman and a scholar—had received the election?

This incident has more than a personal interest for you and me for it discloses the breadth of policy characteristic of Bates from the beginning—a breadth that with her high standards of scholarship won for her eight years ago (among the first colleges of New England to receive like recognition), a place on the Carnegie Foundation.

When Ebenezer Knowlton wrote the first Charter for the Institution he was importuned to insert some denominational restrictions. His answer was a vigorous "No!" He wrote the Charter with a free hand and thus won for Bates an independence that by many other colleges has been

gained only through a long, corrective experience, and in that independence she has remained except for a brief lapse from which she returned in 1906 to her original freedom. There were never men of more earnest Christian faith and yet of more breadth and catholicity than Knowlton, Cheney and Stanton, foremost among the founders of Bates.

And what of Professor Stanton when he actually began his work? It was with my class that he conducted his first recitation—a recitation in Livy. He was all there from the outset—just as you in happy succession have found him since. How in that first recitation he unfolded to us the meaning of college opportunities and of life, and how he warned us against the pernicious practice of using translations, taking his start from the rendering of a particular passage by one of my classmates—"You needn't think, Mr. Littlefield, that you can pull that over my eyes." But it happened that Littlefield was innocent and when the noble fellow—one of the finest spirits ever drawn to Bates—at the close of the recitation rushed with tears in his eyes to Professor Stanton protesting his innocence and calling Chase to his side as a witness, the tender-hearted Professor knew and acknowledged his error and bound us both to him in loving chains forever.

At a later date, after I had one day rendered a line in Horace upon which I had spent much time, he remarked, "If that were not Chase, I should think he had been using a translation." I can honestly say that never in my student-life did I consciously violate his generous confidence.

One day in my Freshman fall, confined to my room by an ugly carbuncle, I had a sudden call from an enraged classmate.

Hoarse with anger, he told me that he would leave College and go to Bowdoin the instant he could find President Cheney and get a dismissal. Professor Stanton had, he said, insulted him and he would endure such treatment no longer. I could not appease him and he rushed out clamoring for justice. He did not go to Bowdoin.

A few years later, this classmate and I were in Boston. Professor Stanton was then contemplating a year abroad. "How shall we celebrate his return?" asked my friend. "I propose that we form a procession, meet him at the dock with a brass band and escort him to the Parker House." The vigorous rubbing down of his Freshman days had accomplished the needed result by helping him to see himself as others saw him.

This, as I said at the beginning, is not a history. It is not even a continuous story, and were I to draw on my memory for the scenes and events, thrilling, pathetic and ludicrous that have been brought to my at-

tention and entered into my experience as student, tutor, professor and president in my more than fifty years of happy and vital relations with Bates, the evening star, if I may improve upon the poet Virgil, would close the day and Mt. David cast his deepest shadows before I should finish.

I should like to tell you about my other teachers—of Professor Hayes and his noble wife who when a poor Freshman lay in Parker Hall critically ill with typhoid fever, had him removed to their own house borne on a cot by his fellow students, there to be nursed back to health by them without other reward than their own joy over his recovery. I should like, also, to tell you how Professor Stanley, small in stature but big in manly courage, entered Parker Hall when bedlam seemed let loose and amid flying sticks and falling furniture sped up three flights of stairs, instantly restoring order and driving a crowd of fear-smitten and conscience-stricken young men to the shelter of their rooms. I should like to speak of Professor Angell—serene, courtly, kind; and of Professor Rand, exact, thorough, loyal, sometimes brusque in manner, but tender-hearted as a child. I should be glad to tell you of my one fleeting glimpse of Benjamin E. Bates; of the first Sophomore Debate drawing (in the paucity of students at that time) upon every class in College, of the first graduation, of the establishment of the Divinity School, and of the dignified and learned Professors that it brought to our college community, of the hopes deferred that meant meager salaries, exhausting toil and incessant struggles with the grim wolf at the door, of the final turn in the tide and the beginning of prosperity, influence and honor.—But these will, perhaps, serve to preface a genuine historical address at the close of our second semi-centennial.

The Mt. David from which I took my first view of Maine State Seminary remains still the same silent sentinel of our beautiful valley, but how changed the prospect to which it introduces the Bates Freshmen of to-day! Instead of the ungraded and treeless twenty-acre lot, with its environment of stumps and ugly pastureland, a beautiful hand-moulded, undulating campus of nearly sixty acres, shadowed over much of its area by graceful trees, embowering half a score or more of substantial and attractive buildings. And the humble villages that skirted the Androscoggin, with their thin line of mills, stores and houses, expanded into large and rapidly growing cities that stretch from the winding river to the outlying hills—while at the base and along the lower slopes of beautiful Mt. David, instead of the fields and ancient orchards, beautiful homes with green

lawns and luxurious elms and maples! Only the footworn and half-shaded paths up the steep sides of the dear old Mountain and the ledge-crowned top, with its far views of encompassing hills and of snow-capped Mt. Washington towering above them sixty miles away, retain their identity and recall to the last detail the cherished associations of fifty years ago—while they repeat the old, old story of the hopes and fears, the dreams and longings of our lost youth.

Mt. David will, we believe, guard well the secrets committed to him by successive generations of students to whom, though time-scarred and venerable, he will prove an unquestioned confidant and an unfailing friend.

PRESIDENT GEORGE COLBY CHASE, D.D., LL.D., 1868.

EDUCATION AND THE SCHOLAR TODAY

The long anticipated day is come; the eventful milestone is attained, and behold! on this memorable occasion a proud and happy concourse evinces its loyalty and pays its homage to an institution whose history now embraces half the cycle of a century!

The advent of this hour is indeed deeply significant. A generous assemblage amply attests the unusual import of these observances, and if you will pardon the personal allusion I desire to say that I shall always cherish the privilege of participating in these exercises as a high honor of which, though little deserving, I am yet wholly mindful. I have answered your call with a spontaneous alacrity and joy:

“If any thought of mine, or sung or told,
Can *ever give delight or consolation,
Ye have repaid me back a thousand-fold,
By every friendly sign and salutation.”

To those close in sympathy and association with the college this day is in many ways fraught with a deeper significance than any in its history; it is a line of demarkation; it is the culmination of a period characterized by ever recurring obstacles arduously surmounted; it terminates an epoch of disheartening vicissitude and gives entrance to an era of rich promise.

The two score and ten of years last passed in their relation to the college may fittingly be said to have constituted the period of her youth. She now enters upon the early days of middle life, a time for the most exacting yet productive labor. The years immediately ahead are to be crucial and decisive; they mark that period in the life of the institution, as in the life of the individual, when there comes an awakening consciousness of acquired strength—an aroused sensibility to maturing power. But, however great the measure of her future power, may she “Clasp to her soul with hoops of steel” the infallible principle that the ultimate object of all education, of all intellectual exertion, is the discovery and promulgation of truth. May she resist extremes of materialistic tendencies and, unmoved by the miserable cry of a perverse pessimism on the one hand or the deceitful illusions of an obtuse optimism on the other, keep ever to the middle ground, maintaining the choicest mental poise, setting an example of pro-

*Original text “has ever given.”

ductive quietude and philosophical serenity so wanting in our day and time.

O Alma Mater! thou dost inspire within the breasts of thy children the deepest affection: thou dost arouse their fondest hopes: thine is the full vigor of mature and unsullied youth: thine is a past secure and admirable: thou standest at the gateway to the unknown future. Enter into thine own, but in the hour of thy destined plenitude do not, we beseech thee, miss the common viewpoint or lose the common touch!

But this anniversary is not only of vital importance to those closely allied with the college, her faculty, her graduate and under-graduate bodies; it is of far-reaching consequence to Society itself.

It is well said that Christian civilization is promoted by five great agencies; first, "the family, recognized by Aristotle as the basis of society and styled by modern philosophers as the focus of patriotism;" second, "trade or commerce, the traffic between communities and nations;" third, "law and custom, the enforcement of duties and the defense of rights;" fourth, "religion, the acknowledgement of a personal responsibility to an Infinite Power;" and lastly, "knowledge, the recorded observations and experiences of men." Unquestionably, the joint operation of these five agencies determines all social status and environment. This doubtless is a correct principle as is also its corollary that that society is best in which domestic virtue is the purest, mercantile honor the highest, respect for law most profound, freedom of worship most untrammelled, and diffusion of knowledge most general.

Confining ourselves to a consideration of the fifth agency, we say that wherever the ideas of modern civilization exist there is entrenched the idea of extended and higher education. It revolutionized the old world and invaded the new. We find it in North and South America, in India, China and Japan. "It came with the Virginians to Williamsburg, with the New Englanders to Cambridge and New Haven; it was planted in California before there was an organized state on the Pacific slope." The great renown of Charlemagne is due in no small degree to the fact that his empire was founded upon the principle of superior education. It was he who began the education of the northern races, fitting them to rule the world as the Romans had done before them. When Prussia was overrun by France, her resources exhausted and the nation plunged in depths of despair, Frederick William the Third infused new spirit into his people and founded the University of Berlin.

With the completion of the Reformation of England, Henry the Eighth organized the University of Cambridge and founded Trinity College, famed within a century of its birth for the production of that "incomparable triumvirate whose statues mark the approach to her chapel—Isaac Barrow, Lord Bacon and Sir Isaac Newton."

It was Lord Acton, called the most learned Englishman of his day, who said that he found the greatest inspiration in history when he viewed it as a growth toward a larger freedom. Who, pray, as he studies the histories of nations, will deny that the diffusion of knowledge itself is the plainly discernible—aye, the prime—factor in the evolution of that larger freedom which is the inspiration of the scholar and the aspiration of all mankind?

Society is therefore vitally interested in the life and well-being of this institution. That it has survived the trials of half a century and now stands firm and sure redounds to the great advantage of our State and Nation. The perpetuity of our social institutions, the successful outcome of our stupendous experiment in representative government, are directly dependent upon the continued existence and wise administration of all institutions devoted to the laudable purpose of receiving and imparting knowledge. Indeed, the progress already made by the American people in their effort to secure to society that high degree of happiness and undisturbed security possible only under a democratic form of government, is due to a most liberal extension of educational facilities.

With the founding of this republic it was sought to avoid evils infecting other governments. It was perceived that education, when limited to the few, frequently became an instrument of abuses practiced by privileged classes and favored orders in their tyrannical control of the masses. When, therefore, in establishing this government, ultimate determination of public policies was left to the people, a wide distribution of knowledge was at the same time recognized as the imperative necessity.

And while ever mindful of the great power for uplift in the Christian Church, we yet say that to this institution and to others of similar stamp the American nation is turning in its ever present need of an incorruptible intelligence which shall find "access to the general mind" and raise the common standard of attainment.

But how is the essential knowledge of truth, that refined product of the ideal institution of learning, to enter the common current of public opinion and insure to the nation a life-giving circulation of its blood?

Edward Hopkins, a Colonial governor of well deserved fame, made provision in his will for the establishment, in 1660, of various schools for

"some encouragement for the bringing up of youths for the public service of the country in future times." And in later years a renowned educator has declared that among the functions of the college and the university is that of "promoting young men and training individual scholars who by their excellence will advance the sciences they pursue and the society where they dwell."

From the early days of our Colonial history it has been the aim of our best educated and most patriotic leaders, through the establishment and maintenance of schools, colleges and universities, to supply the nation with men trained in right thinking and possessed of a high order of moral integrity. In such men was foreseen an effective medium for the transmission of true thoughts and the propagation of high ideals so necessary to a correct social order and a stable government.

The hope of this great people lies in the young men and women of the nation who, reared in the fear of God and blessed with a liberal education, are taught to discern the true heart of things, who are not obsessed with the idea that the world owes them a living but, rather, that they owe the world a life.

For the well-rounded and fearless scholar of to-day the field of service reaches far and wide. When we consider that only about one-third the population of the globe enjoys the blessings of civilization and that a majority of the other two-thirds are pagan savages; when we realize that the present sum total of progress in the realm of science and invention furnishes merely an intimation of the infinite possibilities for further advances; when we reflect upon the fact that the recorded knowledge of the ages is but a clue to the labyrinth of truth in nature and creation—we begin to grasp the idea of service and comprehend the necessity for continuous self education, that sure reliance of the scholar, that "open sesame" to real achievement.

With no intention of disparaging those innumerable benefits destined to be realized only through further progress in the arts and sciences, we unhesitatingly say that within the next generation the greatest needs of society are to be met by public-spirited scholars who, versed in historical politics and cognizant of the evils resulting in the downfall of nations, can apply their knowledge to modern conditions and will lend their efforts in a spirit of disinterested public service to the end of social reform and clean government.

It is probably true that to the American people is most eminently entrusted the guardianship of their own rights. Such being the case, it be-

hooves us not to lose sight of those duties whose fulfillment is essential to the faithful performance of our trust. The security of our homes and the stability of our business are only possible under the auspices of sound government. And the successful administration of our government is directly dependent upon the civic intelligence, the moral stamina and the voluntary active interest of the individual.

When in the future, as all too frequently in the present day, the scholar, blinded by the pursuit of private gain and indifferent to public duty, habitually permits men of domineering intellect yet untrained in right thinking to enact their erroneous ideas into law, and when among thoughtful men the concerns of this government are permitted to provoke general expressions of indifference and contempt, then do we prove ourselves faithless to the trust of our guardianship, then indeed do the destinies of a great people tremble in the balance.

In the words of Edward Everett, "As the disorder of a delicate system and the degeneracy of a noble nature are spectacles more grievous than the corruption of meaner things, so, if we permit the principle of our government to be subverted, havoc, terror and destruction beyond the measure of ordinary political catastrophes, will be our lot. If this great experiment of rational liberty should here be permitted to fail, I know not where or when among the sons of Adam it will ever be resumed."

But ours is not the wail of despair; it is the summons to duty, the message of hope.

Collisions between labor and capital and warring among political factions are the natural concomitants of our manifold social and political problems. They result in a fevered restlessness and nervous disquietude of the body politic. All is but the repetition of action as old as history. To-day as formerly at recurring intervals old beliefs are being uprooted and the earth prepared for a nobler and ampler harvest whose first seeds are being sown in this day and hour.

The present insistent call of our Nation for men faithful to the trusts of citizenship and zealous in their interest for the public weal, shall not go unheeded. It is destined to be answered in large measure by men trained in the college and the university. To counsel of such men we shall in safety and with undoubting faith submit the problems of our social order.

Pursuing those correct mental habits here acquired and adhering to those high ideals here instilled, shall the scholar of this generation, through his wise ministrations, advance the society in which he dwells and trans-

mit this government, improved and intact, to yet another generation of the American people.

But I must not trespass longer. It is not for me to abuse my great privilege in this time and place by a disquisition upon our problems of government or to indulge myself in speculation upon the future estate of our people. Permit me to say in closing that I know of no more fitting manner in which to voice expression of what I believe to be a correct sentiment of the nation toward its institutions of learning and their patrons than by adopting the incomparable language of a renowned poet:

“Our hearts, our hopes, our prayers, our tears;
Our faith, triumphant o’er our fears,
Are all with thee, are all with thee.”

CARROL LINWOOD BEEDY, ESQ., 1903.

TO THE MEMORY OF AN UNDYING LOVE.

Far fallen from its white Himalayan throne
The Junna winds through Agra's evergreen
To find the sacred Ganges and the sea;
But waits, with sobbing lave against the shore,
And pearl white dome;—that almost priceless shrine
Of marble walls and slender minarets,
And pearl white dome;—that almost priceless shrine—
Of deathless love,—the only Taj Mahal;
Of all the beautiful, the beautiful.

Here bend and disappear the fleecy clouds,
As satisfied with what devotion wrought;
Here, in a garden wide, abundant fruit
And foliage with fragrance fill the air.
Pink oleander-sprays you see mid palms,
Soft bougainvilliers in lilac light,
Datura white, 'mong peacock-bushes red,
Pomegranite, pomelo and lemon-fruit
Pale gold, with oranges of deeper gold,
All banked with hedges green, rose-starred and gemmed
With plots of rainbow-tinted tulip cups,
Sweet hyacinths and fiery marigolds.

In plumage gay, swift Indian birds flash through
The bamboos locked in arms,
And swing in boughs of pipal-trees, or tell
Their tales of love, among the whispering flags;
For naught is felt or spoken here, but love.
From gate to Taj, amid the garden wide,
A marble pavement lies, where waters tanked
Fleck in the breeze, astir with gliding fish
'Neath lotus leaves, rain-swept—with sprays from lips
Of fountain jets,—in color of the sky;
And this lined all the way with cyprus trees
And thujas dark, like sentinels to guard
The path we take, up to the marble tomb.

Outside we stop to gaze, but not at stones
In Mogul beauty wrought: it is a pearl,
And born as pearls of suffering,—and love.
But once within,—white, white is everywhere,
Except the checkered floor, and gilded script;
The chapels and the screens are white, the walls
E'en to that lofty dome, returning whence
Each step and spoken word come whispering
Of love, about the wan tomb-girdled shrine
Where lies the form of Arjamand and Shah Jahan
Her lover-lord, enscreened with floral work
Of shining gems. Inscriptions there are oft,
Grand sentiments of life and death and love,
To Allah great, to Muntaz-i-Mahal,
And one which tells what all this means is,—“To
The memory of an undying love.”
The memory of an undying love!
It brings us back to hold our eyes and lips
To you O mother dear: and too, our hands,
As he, set free from chains of tyranny,
Who bounded to his Alpine hills and cried,
“Ye crags and peaks I'm with you once again,
I hold to you the hands you first beheld,
To show they still are free.”

Would they were free,
Our hands, from stain of greed and selfishness,
From every wrong, the hands we hold to you,
For you consider well our stewardship,
Fidelity to lessons taught for life's long way,
As we come back to hold our hands to you.

O ample fields! here once again bees boom
Through clover tops and daisies white, amid
The tangled grass, where oft our feet have trod.
O trees with outstretched arms, which marshal us
Through all these avenues, well grown since years
Agone, we set your roots in campus soil:
Our cherished trees, we hold our hands to you.

And you, O College Halls, both old and new,
The oldest the most College Halls of all.—
Again we live the life of other days,
We hear old voices softly murmuring,
Old forms with beckoning fingers gather nigh.
What memories return to brim our eyes,
And make our tired hearts beat young again!
Till young we are, and those about us young,
With bloom and strength of youth, exalted hopes
Of what the unknown future holds for us,
The which to know when we have tried it well.
No doubt our ardor chills, the world is ours,
And dreaming thus we lure each other on.
But all of us are changed, so much are changed!
For now our traveled steeds stand weary at
The gates,—come back from din and dust of strife:—
And think we more of loosing silver cords,
Of breaking golden bowls, than of the fray.
'Twas more than forty years ago, so real
The reverie we nigh forget to hold
Our hands—for this brief day so free—to you,
In memory of an undying love.

And you O mountain bold, set deep in rock,
Fern swept and garnished oft with saxifrage,
Bluets and violets, whose top unfolds
A wanton maze of nature's lavishness,
Outreaching to those peaks which meet the sky
Against the gateway to the setting sun.
And you O river winding to the sea
With tasks replete, between these cities flung,
Amid whose ice, rude river-driver's drift
And spring-time floe, that face of stone looks up
Far drifting clouds and flashing stars to greet.
And you, twin cities rife with industries
And quiet homes, whose people welcomed us
In by-gone years, we hold our hands to you:
For love of you who are, for those who were,
For sake of tender, sacred memory.

Says Seneca, Youth venerate and up
Unto their teachers look. Not Youth alone
For we of years make bold respect to you,
Who guide and quicken thought in these dear halls.—
What greater, better gift unto the world
From you, than teaching her ambitious youth?—
The most are strange to us of other days;
But one, ah one remains of those who, 'mong
The first, brought here his knowledge, wisdom, love,
The pater noster of our mind and heart,
Who drew us close to him, and holds us there,
Though years with changing tides have come between.
How grand to live when one so much can live!
And live again in countless other lives:
The torch gone out, as it imparted light,
Yet burning in a thousand flames it made.
O loved, revered, we hold our hands to you,
And bid you live for those who love you well.

The fathers who through fifty years, have launched
And steered this enterprise for learning's meed
Are living with us still. One answers not
Though loud we call, nor do we see his form
As we were wont, but he whose travail soul
Conceived and brought to life with toil and tears,
Lives here as well as in that spirit land;
These grounds proclaim his steps, these halls his mien,
And vistas whisper of his midnight prayers
In yonder grove, for his undying love.

Right worthy is the hand which took the helm
When his fell low, as all who knew it then,
And know it now full well can see: with scope
Enlarged, with means increased and standards set,
He bids our College high and higher rise—
The Faustulus to those borne onward by
The swelling floods, and drifting hither wait
Beside the gates of this Ruminallis.
Heaven bless, and let your steps lead from us late

O well beloved, we hold our hands to you,
In memory of an undying love.

Somewhere our dead think back to us to-day:
Perchance from some acropolis, or close
To Acheron, for better sight and sound
Of all we do and say in this proud hour;—
E'en Lethe could not mar their memory—
Our faithful dead who passed 'mid service here,
Our dead with learning's goal unreached, Our dead
For life prepared by faithful toil, called hence.—

How mourn we when the young and promising
Are called amid development or work!
As though 'twere some mistake, some priceless loss;
And yet—and yet—though life our best must claim,
Know well that those who early die the gods
Most dearly love. Departed ones, to-day
We hear your hail, and hail you in return.

The beautiful of all we greet to-day,
Are you who stand where once we stood, years gone,
With heart and mind intent, with soul inclined
To all that leads to fitness for the hour,
When at the word you dash away into
The world's arena wide, with goal in view.
O dreams of youth! O visions clear and pure!
O masteries, the greatest ever won!
Won for to-day, and for forevermore.
Could you but know the possibilities
That wait you, eager-faced and watching close
The choice which urges on to gain or loss,
The hands of need outstretched to those equipped,
Hands filled with gain for those who favor earn;
Could you but see how all worth while is yours,
No change of lot could compensation find.

Forget we not what once the teacher said,
That room is plenty on the upper seats:

We ever found it true: forget it not.
Remember too, you carry through the world
The honor and the dignity, the name
And fame of this your Alma Mater true,
And too, that neither gold nor numbers build
Community, republics or a realm,
'Tis spirit makes them, and the school the same;
While of the school the first great work is not
In learning's triumphs, but in character.

When Sparta kept her solemn festivals,
A three-fold chorus sang as it was meet;
First old men raised their pipings tremulous
And said, "We once were young and brave and strong"
Then young men answered with their voices loud
And high, "And we're so now, come on and try;"
At last the youngest found a chance to sing
Their song, "But we'll be strongest by-and-by."
So in this solemn festival, the old,
The young and youngest join as it is meet,
Each telling, what his station best befits
In memories gray, or vision's rosy light.
To youngest of us all we hold our hands.
Aye, take your hands in ours, in token of
The memory of an undying love.

But fifty years have gone, yet what a life!
For life of College as of men is not
In years but deeds, though young, your deeds are great;
So low you reached, so high you lifted up!
The almoner to those erstwhile forgot;
New England's first for women as for men,
With high ideals of pure and noble aim,
Forgetting not to point to those dear hands,
Nail-pierced, but evermore outstretched to us,
In memory of an undying love.

Sore vexed, the patriarchal refugee,
The night through, strove his way to own, in vain;
Till with the break of day, victorious,

The Angel said, "Refrain, I must depart."
Not so, not so. With arms encircled close
The wrestler held him firm, and cried, "Except
Thou bless me now, I will not let Thee go."
His prayer prevailed, joy-filled, the Angel blessed,
For both had won, and both were satisfied.

The bell is sounding out its fifty knells,
One stroke for each of all the fifty years.
We needs must haste O mother true,
But ere we go, reach out your hands to us,
—A mother's hands, though toil-marked, hard and worn,
All softness gone, are still a mother's hands,
The tokens of their service make them dear;—
Reach out your hands to us, and draw us close,
To look one moment in your face, to feel
Again the kindly throb of your great heart,
To pledge our best, and give God speed to you,
And drop our humble tribute at your feet,
In memory of an undying love.

REV. THOMAS HOBBS STACY, D.D., 1876.

THE LECTURE SEASON

As for a number of years past, the students of Bates have been privileged to listen to several excellent lectures during the season of 1914 and 1915. All of these lectures were delivered in the College Chapel. The first was by Dr. Albert Bushnell Hart, Professor of Government in Harvard University, upon "The Effect of the Panama Canal upon the United States," and was given Wednesday evening, Nov. 18. Dr. Hart first outlined the early projects for an isthmian canal, those of Spain, England and France. Only the last named nation actually attempted the task, and the construction, begun in 1879, was abandoned in 1897. The lecturer gave a clear account of the successive treaties which have defined the rights of the United States with reference to the construction and control of the canal. Coming to his main subject, Dr. Hart showed what large anticipations were entertained of the benefits that would be derived from the canal by various parts of our country, especially the Pacific coast. Most of these anticipations were, he showed, deceptive or exaggerated. On the other hand, the building of the canal, by bringing us into more intimate relations with the South American states, will increase the occasions of friction with those countries, as well as our responsibilities under the Monroe Doctrine. Dr. Hart's address was remarkably clear, and his style pleasing and enlivened by flashes of wit and humor. The large audience followed him with eager attention and interest.

On Wednesday evening, Dec. 9, Dr. James L. Tryon, Director of the New England Department of the American Peace Society, spoke upon "One Hundred Years of Peace." Opening his address with a reference to the present European war, Dr. Tryon presented the situation as a conflict between England and her allies, representing Democracy, and Germany, representing Autocracy. He believed that Germany is bound to fail, as her spirit and ideals are impracticable and out of date. Looking forward to the end of the great conflict, he discussed the possibilities of "World Federation" as a means to peace. After explaining the principles and working of the Hague Conferences, and discussing the problems of international policy, Dr. Tryon concluded with the confident prophecy of the eventual triumph of the great movement for universal peace. His address was not only valuable as a contribution to the intelligent understanding of a world question, but also interesting from the personality of the speaker—modest, fair-minded and at the same time clear and impressive.

Mr. John Nolen, who lectured so acceptably last year, gave a second equally valuable lecture, on "Landscape Architecture," Wednesday evening, December 16. He discussed the work of the landscape architect under its two branches, of formal and informal art. The first is exemplified in connection with buildings of formal style, the second in playgrounds, gardens, and parks, where the beauty of wild nature is retained and accentuated. In closing, Mr. Nolen made an earnest appeal for a



Carnegie Science Hall

wider and stronger interest in the subject, to result in far greater beauty and attractiveness in our homes and in the surroundings of our daily life. The lecture was finely illustrated by views of buildings with appropriate settings, parks, and other well-designed landscapes.

The last lecture of the present season was on "The Conquest of the Arctic," and was delivered by Dr. Lincoln Wirt, Monday evening, January 11. The lecture was mainly an account of a journey undertaken by the

speaker in mid-winter from an Alaska^a mining settlement on the Arctic Ocean over the mountains to the western coast, with the object of securing relief for the starving, plague-stricken miners. The climatic rigors of the Arctic winter, the wild and grand scenery, and the hardships and privations of the life of the inhabitants were vividly depicted. His hearers followed with breathless interest Dr. Wirt's accounts of the perils of the journey—perils of hunger and cold, exhausting mountain-climbing and precipitous descents, culminating in a voyage which he made with two Eskimo companions in a frail skin boat across miles of winter sea. Among the many unique descriptions and incidents which will long remain in the memory of his hearers, the most impressive were the account of the dogs of almost human intelligence who accompanied him on his journey, and the recounting of the weird incantations of the Eskimo medicine men which he witnessed—probably the only white man who ever had such an opportunity. Dr. Wirt's style and treatment were worthy of his theme. His address abounded in glowing description, vivid narrative, and bits of pathos, humor and human interest that made it a rare treat to the large and delighted audience.

THE DEPARTMENT OF EDUCATION

In the relative number of her graduate teachers and of her students now taking courses in Education, Bates ranks first among the colleges of Maine. She holds, therefore, a peculiar responsibility toward the work of public education. This responsibility, as she is well aware, can be fully met only by a definite Department of Education. Although this is not possible at present, arrangements have been made to give to prospective teachers a careful and scientific preparation for their professional career.

To this end, courses have been so revised and enlarged as (1) to provide a thorough foundation in the principles of educational theory, and (2) to promote an intelligent appreciation of actual schoolroom problems and an acquaintance with approved methods of meeting them. The changes introduced have chiefly in view the second—better preparation for the more technical part of the teacher's work.

Two courses have been added, a course in **Methods** and one in **School Administration**; and the courses in Special Method formerly given in subjects begun in secondary schools have been correlated with the work of the department of Education.

This new division of the work, making the subject of **Methods** a distinct course, gives an opportunity, also, for more extended study in Educational Psychology. Two courses in this subject are open to students preparing to teach.

1. **The Elements of Psychology.** This is a general introductory course in which the student may become acquainted with some of the underlying principles of mental activity—sensation, perception, memory, imagination, attention, instinct, reasoning, etc. One semester. Three hours per week.

2. **Advanced Psychology.** A more detailed study of general problems of the science, some of them bearing directly, all of them indirectly, upon the subject of mental growth. The latter half of the course will be devoted to the solution of problems of teaching that still await a more critical analysis of the factors involved. One semester. Three hours per week. Elective for students that have had the preceding course.

The courses in Education proper for the coming year will be as follows:

1. **History and Philosophy of Education.** The course includes a brief study of the educational practice of various countries of antiquity and aims to make the student familiar with the origin and development of

educational procedure and of educational theory. The work of the reformers and their ideas give the proper background for the appreciation of the problem of the curriculum and of method. The philosophy presents the subject from the broadest point of view and is designed to give the student perspective in his appreciation of educational theory and practice. One semester. Three hours per week.

2. **Psychology of Education.** A course given to the study of the psychological principles involved in the various steps of the learning process. Its prime purpose is to render the truths of scientific psychology effective in teaching. The various fundamental activities of mind—Instinct, Attention, Imagination, Memory, Conception, etc.,—are related to such pedagogical problems as Method, Discipline, Interest, Incentives, Moral Training, Punishment and Fatigue. One semester. Three hours per week.

The preceding courses are supplemented (a) by a course in Methods. This course is designed to aid those intending to teach in secondary schools.

It will deal with the planning and assignment of lessons, with types and steps in the recitation, with the use of text and note books, reference books, and other resources available to the teacher, and with the art of questioning, the teaching how to study, and with discipline. Attention will be called to current educational publications, to the work of various educational associations, and to the ethical standards of the profession.

Text book, required readings, reports and lectures by specialists. One hour a week. Throughout the year.

(b) A course in School Administration. This course is designed to aid those preparing to be principals of high schools and superintendents of small systems.

Study will be given to such topics as the following: The scope of free public education; organization of a school system; rise of supervision; comparison of various school systems; powers and duties of school officers, their relation to each other, to teachers, pupils and the public; school hygiene; vocational education; education of special classes; moral education; school extension; co-operating agencies; the social life of the school; types of secondary schools; the work of the principal; the training of teachers; the curriculum; relation of the high school to the elementary school and to the college; tests of efficiency; elimination and promotion; keeping of records; school law; current educational publications and the work of educational associations.

Required readings, lectures, investigations and reports. One hour a week. Throughout the year.

ENGLISH

In the English Teacher's Course attention is first given to such subjects as the following: Publishing Houses; Text Books; Reference Books for large and small libraries, with special attention to school libraries; Bibliography; the English Teacher's private library. The subject of "Allusions" is then considered, with special reference to the Latin, Greek, and Scandinavian Mythology that appears most frequently in English literature. The reading of High School students is then discussed and lists of suitable books are given. The remaining work comprises a study of methods of teaching English. The basis of this work is found in selections usually studied in High School. The students are given as much practice as possible in conducting recitations.

One hour. Second semester. Senior year.

FRENCH

The French Department offers in course 7 and 8, a teachers' course of three French weekly running through the whole year and required of all students intending to teach French. One hour a week during the second semester is devoted to lectures and discussion on the teaching of French, the study of methods, the preparation and teaching of lessons with practical demonstrations and the treatment of other topics of large interest and great value to prospective teachers.

GERMAN

A Teachers' Course in German is offered one hour per week, through the year.

Three problems are kept constantly before the class: Pronunciation, composition, conversation. A portion of each hour during the first three months is devoted to the theory of pronunciation; the fundamentals of phonetics are explained, and careful drill in pronunciation is given to each student. Practice in pronunciation, both by reading and by conversation, is made a prominent part of each recitation throughout the year. Considerable time is devoted to composition, both elementary and advanced; and while there is no formal review of the grammar, the more difficult and

more advanced portions are reviewed and discussed in connection with this work in composition. Some phase of German conversation is kept constantly before the class. During a portion of the year drill in conversation is given, the basis for this work being some text widely read in secondary schools. The technical vocabulary of grammatical terms is learned inductively during the work in composition, which is discussed almost wholly in German. In addition to the above, topics of general interest, current events, and the incidents of college life furnish the material for more connected conversation.

Toward the close of the college year there are informal talks and discussions covering subjects, such subjects as: The Report of the Committee of Twelve, methods of modern language instruction, the aim in a two years', three years', and four years' course in the secondary school, standard pronunciation, the relation of oral work to written exercises, formal prose composition and free composition, dictation, the preparation of the teacher, advanced work in graduate and summer schools, the teachers' library, the use of German magazines and periodicals, modern language associations, appropriate text-books for use in secondary schools, etc. The latest grammars and readers are shown to the class and a number of these are critically studied.

HISTORY

A study of the problems of secondary instruction with particular reference to history. Lectures on the place of history, the selection and use of text-books and other aids to historical instruction. Lesson plans and the results of observation of actual teaching will be discussed. The teaching of civics will receive some attention.

One hour. Second semester. Elective for students who have had a minor in history and the course on Methods.

MATHEMATICS

During the second semester, the Department of Mathematics offers a course designed for those expecting to teach mathematics in the secondary schools.

By lectures and demonstrations the following topics will be treated: Algebra; its value as a study; methods of arousing an intelligent in-

terest; the number systems; literal equations and the different methods used in their solution; the use of the graph; the relation of algebra to geometry, and their relation to the natural sciences; the history of geometry; the different kinds of geometry and how they are built up from definitions, axioms, and postulates; methods of attacking originals; text propositions; when and how to introduce the method of limits; and other topics that may be suggested by the class.

THE ANNUAL DAY OF PRAYER

On Thursday, January 28, all recitations were suspended and laboratories, library and gymnasiums were closed, while faculty, students and friends of the College gathered together for services of prayer and worship. For several years Bates has been about the only college in the land that has set aside a week day for the observance of the Day of Prayer for Students. By so doing, however, she gives public and formal recognition to the forces that operated in the foundation of the college, and that have made possible its present growth and standing.

The work of preparation began long before the last Thursday in January. For some weeks the Committee on Religious Life of the College gave earnest and careful consideration to the planning of the program. Students meeting in prayer groups in the dormitories remembered the day in definite prayer. On January 20th, the Y. W. C. A. and the Y. M. C. A. met in union meeting and heard Professors Knapp and Purinton speak on "Our Preparation for the Day of Prayer." At the invitation of Dr. Purinton, fifty students agreed to offer daily prayer for the services. Other advance work was done through the regular chapel service, the "Bates Student" and the local newspapers and churches.

The Day of Prayer itself was ushered in by simultaneous prayer meetings,—one for the young women, one for the young men, and a third consisting of members of the faculty who met at the home of the President. The first service of the day occurred in the beautiful new chapel, at the usual chapel hour. The vested choir sang and the usual chapel order was conducted by President George Colby Chase and Rev. William R. Leslie of Auburn. Rev. F. M. Lamb of Buckfield, a singer of note, made a lasting impression on all who heard him in his sweet and sympathetic rendition of several familiar hymns. The speaker of the day, Rev. Arthur S. Phelps, D.D., pastor of the First Baptist Church of Waterville, announced as his subject, "What is Your Life?" and in a simple, direct and forceful way brought before his audience a picture of men's varying interpretations of life and the interpretation of life as it found its fullest expression in Jesus Christ. Dr. Phelps has but lately come to Maine from Los Angeles, California, where he occupied a large place in the religious life of the Pacific Coast. He has already achieved signal success in his ministry at Waterville. He is a familiar figure on the lecture platform, and from his wide and varied experience here and elsewhere brought in his messages stimulating contributions to the thought of the Bates men

and women. In the evening with the topic, "How Bob Killed the Bear," Dr. Phelps gave a striking and pointed discussion of the art of winning young men and young women for Christ.

The chapel was well filled by the largest audience that has attended an evening service on the Day of Prayer in many years. The entire day's program was stimulating and helpful to all the religious activities of the college.

THE SEVENTH MAINE STUDENT CONFERENCE

For the second time in the history of the Conference, Bates acted as host for the annual gathering of the representatives of the student Christian work of the State, February 19, 20, 21. Delegates were present to the number of 192 distributed as follows: From the four colleges, 57; from Bangor Theological Seminary, 4; from nine academies, 64; from sixteen high schools, 67. Principals and assistants in high schools and academies, instructors in colleges, men prominent in public and church activities, and authorities in the national student work were also present. All the details were efficiently cared for by the ten committees appointed several months in advance. The local arrangements were in charge of a General Committee made up of students and business men and nothing was lacking for the convenience and entertainment of the guests. The students in the dormitories took many of the delegates into their rooms, nearly one hundred had all or part of their meals at the Commons, and everything possible was done to make the three days' stay at Bates pleasant and agreeable. The citizens of the two cities responded generously with service, money and entertainment.

The program was a helpful one and the days spent together were profitable in bringing more clearly before delegates and leaders the opportunities for Christian service in the schools of Maine. An informal reception was held on Friday afternoon in Roger Williams Hall, the headquarters. At six o'clock the line of march, headed by the Lewiston Cadet Band of the Main Street Free Baptist Church, was formed and the delegates proceeded to Pine Street Congregational Church where the Conference banquet was enjoyed. Grant catered and over two hundred and fifty were seated at the tables. The College Orchestra played during the meal.

O. E. Frost of Belfast was the toastmaster and, at his call, greetings were given by His Honor, the Mayor of Lewiston, Dr. Wiseman, and President Chase of the College. Fitting responses were given for the leaders and delegates. The address of the evening, "In Line With Destiny," delivered by Rev. Ashley Day Leavitt of the State Street Church, Portland, Maine, was a stirring appeal for the students of Maine to get in line with God's will for the individual life. Mr. Leavitt spoke twice on Saturday,—first at the service when the daily chapel exercises were combined with the morning session of the Conference and again at the afternoon meeting. The remainder of Saturday was spent in practical conferences on Christian work in the college and preparatory schools. Mr. C. K. Ober, Mr. Paul Micou, Mr. Francis P. Miller—all of the International Committee—and Mr. W. H. Ramsaur of the Student Volunteer Movement participated in these conferences and also gave addresses during the second day of the session. The afternoon after three o'clock was given over to competitive sports and trips to local points of interest. On Sunday the delegates heard conference speakers in the various churches. The afternoon meeting was well attended. Special music was given by the College Quartette. The address was by Rev. George R. Stair, of the First Baptist Church of Portland, who delivered a searching and vital message entitled "Losing One's Grip," and taken from the story of Samson. The closing session was held at 7.30, Sunday evening, when the chapel was well filled by delegates, Bates students and citizens of Lewiston and Auburn. The President of the Conference, E. Leroy Saxton, Bates, 1915, presided; Prof. G. M. Robinson, the Conference Musical Director, led the singing and there was special music by the vested choir and others. The speakers were Dean Melancthon W. Jacobus of Hartford Theological Seminary and Hon. Ira G. Hersey, President of the Senate of Maine. A closing meeting for delegates only was conducted by Francis P. Miller.

In the business period at the closing session, a matter of much importance to the College section of the Conference was reported and voted upon. The State gathering of students began in 1909 as a College Conference, but later, at the earnest solicitation of the State Committee of the Y. M. C. A., delegates from preparatory schools having an organized Christian work were admitted. Later, delegates were sent from academies and high schools that had no organized work, with the result that the preponderance of preparatory school delegates and the type of program presented brought about a condition that made the Conference give but little real help to the college delegates. Therefore, after investigation



Roger Williams Hall

and recommendation by a special committee, the Seventh Annual Student Conference voted to hold an annual fall conference for the purpose of getting at the problems of the associations' work, with a view also of getting the power needed for their solution. Picked men will be sent from each college association to the first "setting-up-conference" which will be held at the Y. M. C. A. Camp, Lake Cobbosseecontee, September 17, 18, 19. It is expected that this gathering will be a vital influence in shaping a definite and practical program of work for the year 1915-16.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION

The work of the Young Men's Christian Association at Bates College has been well sustained during the college year both by students and faculty. Two hundred of the men are in affiliation with the organization either as active or associate members, and twenty members of the faculty are in active membership.

The work is conducted under four general heads or divisions: Campus Service, Religious Education, Recruiting, and Social Service. Through the activities of these departments the religious life of the students and the college is stimulated, and much actual and practical Christian service is rendered on and off the campus.

The Class of 1918 was made aware of the existence of the Y. M. C. A. early in the summer before its entrance upon activity at Bates. Each member then received a copy of the handbook published jointly by the Christian Associations, and a personal note from some member expressing welcome to Bates. The 1915 handbook was an excellent production and the entire edition of 650 has been used in and among the student body and friends of the institution. Freshmen on arriving at Lewiston were met by the Reception Committee and given help in finding rooms, board, procuring furniture, securing books, etc. The reception to the members of the entering class was a success in every way and was attended by the entire student body and many of the faculty.

A musical and literary program was enjoyed and brief addresses of welcome were given by the Presidents of the Associations, the General Secretary, and President Chase. The work of the Campus Service Department did not end with the early Semester work. In connection with the

College Employment Bureau, the Association has maintained an Employment Agency which advertised in the papers, and by special cards, systematically distributed, called the attention of friends in the two cities to the fact that Bates men needed work. As a result, many students have been given good opportunities to earn money. Near the end of the semester the Tutoring Bureau got under way and gave help to not less than fifty freshmen who needed assistance in one or more subjects.

In accordance with the recommendation of the International Committee, the Religious Education Department has placed the emphasis in the first semester on Bible Study and in the second on Social and Mission study. Professors Purinton and Carroll made a satisfactory adaptation of Jenk's "Social Significance of the Teachings of Jesus," which was used with five groups of Seniors and Juniors under faculty leadership. Nine groups of Freshmen and Sophomores used a recent and practical course, "Student Standards of Action." This endeavored to bring before the newer men such questions as "What is a College?" "What is the college purpose?" "What readjustments are necessary upon entering college life?" "How shall I use my time and money?" "What is real efficiency?" "Shall I relate myself to the church?" etc., etc. The leaders for both courses met in Normal groups for careful discussion and preparation. 130 men attended the eleven campus groups and the three church groups three times or more. The average weekly attendance was 86, the percentage of attendance was 66 per cent. Four courses of five topics each are being presented in the Spring Semester:

"Social Welfare and the Liquor Problem," Hon. Henry W. Oakes, A.M., Bates, '77, Leader.

"The New Era in Asia," Rev. Herbert P. Woodin, A.B., B.D., Leader.

"The New Americans," Prof. George M. Chase, A.M., Bates, '93, Leader.

"Christianity and Amusements," Harry W. Rowe, '12, Leader.

Over one hundred men are enrolled for the study of these vital present-day subjects.

The Recruiting Committee has made plans for and directed the weekly meetings of the Association and also directed some special efforts. A small but representative company has gathered for the Wednesday night meetings when students, members of the faculty and visiting friends of Bates have been heard in practical and helpful talks. Among those who have addressed the meetings are: R. A. Waite of the International Committee of the Y. M. C. A., New York City; J. C. Smith, State Secretary for Maine; Mr. James Perry of Hartford Theological Seminary; Mr. F. P.

Beal of Andover Seminary; Rev. W. R. Leslie, formerly of Auburn, now of Illinois; Dr. A. N. Leonard of the faculty; Mr. Jonas Edwards of Auburn. Dr. F. N. Seerley, of the Springfield Training School, in October gave a series of lectures on Sex Education. He was warmly welcomed on the occasion of this, his fourth visit to Bates. Four groups of students have been meeting weekly for the purpose of definite prayer for the upbuilding of the personal life of the Christian students, and for the extension of Christ's life and Kingdom throughout the college.

The Social Service Department has sent several deputations to churches and institutions. Groups of men have conducted meetings at Litchfield Plains, Mechanic Falls, Lisbon Falls, Lewiston, Auburn and the Central Maine General Hospital. Bates co-operated with Bowdoin in sending a deputation to Hebron for the Miller campaign, and a deputation of three upper-classmen and the General Secretary recently visited Maine Central Institute at Pittsfield. The General Secretary has spoken before a number of churches, young people's organizations and conventions during the year. Some twenty men are teaching in the Sunday Schools of Lewiston and Auburn. Preliminary steps have been taken for engaging in work with the Greeks and Italians of Lewiston and Auburn.

The Bulletin of Bates College is published by the College four times a year.

Entered at the Post Office at Lewiston, Maine, as second-class mail matter, under the provisions of the Act of July 16, 1894.

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BATES COLLEGE

BULLETIN

Circular of Information



Thirteenth Series

Number 2

March 15, 1916

Lewiston, Maine

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BATES COLLEGE
LEWISTON MAINE

Circular of Information

Commencement, Wednesday, June 28, 1916

Fall Term Begins, Thursday, September 21, 1916

GEORGE C. CHASE, D.D., LL.D., PRESIDENT

The Bates College Bulletin is issued quarterly in December, March, June, and September. Bulletin No. 1 takes the form of the regular College Catalogue. Bulletin No. 2 is usually a Circular of Information, giving an account of the most important events of the preceding six months. Bulletin No. 3 emphasizes the plans for Commencement and the close of the college year; it often contains features similar to those found in the Circular of Information. The fourth Bulletin is the President's Report to the Board of Fellows and Overseers.

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COMMENCEMENT WEEK

June 25-28, 1916

Sunday, 3.30 P.M.—Baccalaureate Sermon by the President in College Chapel. 8.00 P.M.—Alumni Musical Service in College Chapel.

Monday, 9.00 A.M.—Reunions of Classes of '81, '86, '91, '96, 1901, 1906, 1911, at places and hours designated by the class secretaries. 4.00 P.M.—Concert on David's Mountain and Reception to Graduates by Young Women of the College. 8.00 P.M.—Alumni Night, Fiske Room.

Tuesday, 6.30 A.M.—Bird Walk with Professor Stanton and Breakfast by the Androscoggin. 8.00 A.M.—The Annual Meeting of the College Club in Eurosofian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. 2.30 P.M.—The Class Day Exercises of the Class of 1916 in Hathorn Hall. 8.00 P.M.—Illumination of College Campus. Senior Play: Iphigenia (In English).

Wednesday, 10.00 A.M.—The Fiftieth Annual Commencement in College Chapel, followed by the Commencement Dinner. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by the President in Fiske Room, Rand Hall.

COLLEGE CALENDAR

June-December, 1916

June 14—Junior Exhibition	Wednesday, 7.45 P.M.
June 15—Ivy Day	Thursday
June 16-23—Examination of College Classes	Friday-Friday
June 25—Baccalaureate Exercises	Sunday, 3.30 P.M.
June 26—Class Reunions	Monday, 9.00 A.M.
June 26—Alumni Night	Monday, 8.00 P.M.
June 27—Annual Meeting of the Corporation	Tuesday, 9.00 A.M.
June 27—Class Day Exercises	Tuesday, 2.30 P.M.
June 27—Annual Meeting of the Alumni	Tuesday, 7.30 P.M.
June 27—Illumination of College Campus	Tuesday, 7.45 P.M.
June 28—Commencement	Wednesday, 10.00 A.M.
June 28—President's Reception	Wednesday, 8.00 P.M.
September 19-20—Examinations for Admission to College,	
	Tuesday, Wednesday, 8.30 A.M., 1.30 P.M.
September 21—College Year Begins	Thursday
November 15—Tuition Due.	
November 1-10—Sophomore Preliminary Declamations	1.30 P.M.
November 11—Prize Division	2.00 P.M.
Thanksgiving Recess, from 12.00 M., November 29, to 12 M., December 4	
December 20—Christmas Vacation Begins	Wednesday, 12.00 M.

THE BATES PROFESSORSHIP OF EDUCATION

Friends of Bates that have been accustomed to read the annual report of the President of the College to its Trustees recall the emphasis that for several years he has been placing upon the demand for a Professorship of Education in the Institution. The record of Bates as an educator of teachers and the continuous trend of student thought and life toward teaching have made it evident that Bates has a somewhat special call to service in the preparation of earnest men and women for educational work. The new general catalogue of the College, undoubtedly, will show to any careful reader that its service both to higher or liberal education and to the public school system of our country has been one of the most impressive and most gratifying results in the first half century of its existence. While no complete and thorough comparison of its work in this respect with that of other colleges has been made, it seems safe to say that the contributions of Bates, both in the number and the quality of the educators that she has sent out have been phenomenal, probably unparalleled in our country.

No doubt certain peculiarities in the patronage of Bates during the first forty years of her life will in part explain the preference of so large a number of her graduates for the teacher's life. From the beginning down to the present year she has probably had a larger proportion of self-dependent and self-reliant students than has any other college in the United States. Following the once universal custom of New England colleges, Bates, down to a comparatively recent date, gave to her students long winter vacations,—at the outset of eight weeks or more, then six weeks, afterward four weeks, finally, however, following the changes in the educational methods of the New England States, shortening them to a Christmas recess of about two weeks. Happily, the wiser and more generous consideration now given to the needs of children of school age has issued in longer school years and in the employment in the various communities of the same teachers for extended periods of service. This necessarily has compelled students dependent for college privileges upon their own efforts to find new openings for remunerative service. And, with changing social conditions, this has not been difficult. The country school with its winter term of ten to twelve weeks, dependent for a teacher upon the impecunious and struggling college student, is now wholly a thing of the past. Fortunately, new means for earning the coveted money required for a college course are now within the reach of all earnest enough to seek them. But beyond

question the passing of the old-time winter schools has resulted in the loss of a training through experience for which there can be no really equivalent substitute.

The necessities of Bates students during the first forty years of the College disclosed to many of them the possibilities of teaching as a vocation, and for a large number, beyond doubt, determined their life work.

It would be a mistake, however, to conclude that Bates at any period in her history has ever been distinctively a college for teachers. Even a cursory examination of the general catalogue will show how broad and varied have been the services of our graduates in all the fields of social, civic and intellectual effort that appeal to college men and women. But the tradition at Bates is strong and impressive that the calling of the teacher is peculiarly worthy and useful; and it has seemed good to the governing powers of the College to maintain a tradition so inspiring. Naturally the question has arisen, what substitute may be found for the valuable training hitherto afforded by student teaching in public schools? The answer was readily suggested by the fact that nearly every member of the Bates Faculty has learned how to teach by his earlier teaching in the public schools. This suggested the wisdom of affording to students the advantages of courses in methods of teaching; and for some years every department in Bates in which the studies of the preparatory school, such as Latin, French, Greek, German, History, Mathematics, Physics, Chemistry, etc., have been projected into the College, has maintained a definite course for teachers. The results have been excellent and the tradition has been maintained that Bates men and women entering school work after graduation know how to teach. It has, however, been clearly understood that the growing demands upon the teaching profession and the increasing realization that good teaching is based upon definite principles—in fact, that teaching is in effect an applied science—require in every college worthy of the name the maintenance of a department of Education, and that the courses in such a department are of immense value to the prospective minister, doctor, lawyer—to the potential good citizen—as well as to the prospective teacher.

Hence the graduates and friends of Bates are gratified by the timely response that she has made to the call for a Professorship of Education. The embarrassment experienced in the attempt to answer this call has been, as in all her attempts to be a thoroughly progressive college, a financial embarrassment. But the decision of the Trustees one year ago to add to the Faculty of Bates a Professor of Education has been fully

justified by results. A noble Christian woman, a resident of Chicago, furnished the means for paying the salary of the new Professor for the current college year. But how should the endowment of a chair of Education be ensured? The answer to this was suggested by the conditional subscription in October last of \$5000 by a gentleman in New York. On Christmas Day there was received by the President of the College a check for \$25,000 with permission to employ it either toward endowing a Professorship of Education or toward the erection of a Bates Home for the young men of the College. A few weeks later another check for \$10,000 was received with a request that it be used for the endowment of the new Professorship. This made it evident that the gift of \$25,000 would be most wisely used for the same purpose. A check for \$1000 has since been received from a man whose name, like that of the other donors to whom reference has been made, it seems wise to withhold, but who is known throughout our country as a writer and lecturer upon educational themes. Two checks of \$500 each have been received from other sources for the same purpose and also, a check of \$100. Thus \$37,100 have been paid toward the endowment of the new Professorship. There are outstanding subscriptions, including the initial one of \$5000, to the amount of \$6850. The total of gifts and subscriptions for the new Professorship is, therefore, \$43,950. \$6050 more are required in order to secure the conditional subscription of \$5000 and to complete the amount of \$50,000 required for the endowment. The attention of friends of Bates is specifically called to this needed amount. It is hoped that before the next bulletin is issued the entire \$50,000 needed will be in the college treasury.

The policy of the new Department of Education is to continue and extend the courses previously offered under the Department of Philosophy and to provide such additional courses as will meet the needs of prospective teachers. The purpose of these courses is two-fold: First, to acquaint the student with the general nature, function and importance of education as one of the means employed by society for its own development; second, to give the student a clear conception of the educative process psychologically considered, and help him to develop from such knowledge the principles of school administration and teaching method. The courses are designed to enable students to meet the requirements for professional secondary school certificates in the various States. The elementary course in Psychology is a prerequisite, therefore, to all work in Education.

During the first semester of the present year two three-hour courses were offered: The History of Education, elective for Seniors and Juniors, and the Principles and Problems of Secondary Education, elective for Seniors. A total of 141 students registered in the Department, and of this number 40 students elected both courses.

The History of Education furnishes the essential foundation and background for all the other courses in the Department. In this course education is studied as a part of national life, and not as an isolated phenomenon. Attention is given to the development of educational thought and practice, as these were determined by social, political, economic, and religious conditions in various nations and periods. The outstanding features of the educational thought of the past are stressed as a basis for an intelligent knowledge of present day theory and practice.

The course in the Principles and Problems of Secondary Education involves the study and discussion of the meaning and scope of secondary education and reasons for its complexity; the history of the secondary school; high school systems of the United States; organization of the high school; the characteristics and functions of the private secondary school; the problems of adolescence; the problems of moral and religious education; the place of various subjects in the curriculum; vocational education; hygiene and physical education; athletics; the reorganization of secondary education; a comparison of the aims, organization, administration, and curricula that characterize the educational systems of France, Germany, England and the United States, with special reference to the social and political conditions affecting their development—all considered in relation to present-day problems in American secondary education.

During the second semester of the present year three three-hour courses in Education are offered: Principles and Problems of Modern Education, elective for Juniors; Educational Psychology, and School Management and Methods of Teaching, both elective for Seniors.

The Principles and Problems of Modern Education is an introductory course dealing with foundations of method in learning and teaching. The meaning of the modern point of view in education is considered; the nature of the learning process; meaning of such terms as experience, knowledge, etc.; the need and the resources for the training of thought; the psychological and the logical as stages of normal growth; the place of analysis and synthesis, induction and deduction, in the growth of experience; the curriculum as an expression of social values; its origin; phases of its growth; present day tendencies toward change in the selection of

subject matter and in the method of instruction. Special attention is given to the problem of teaching pupils how to study.

The course in Educational Psychology is designed to present the facts, so far as they have been scientifically determined, concerning the nature and development of the mind during childhood and youth, with special reference to the meaning of these facts to the teacher. It seeks to provide the student with sound criteria for estimating theories about the mental life, and it serves to introduce him to the present state of knowledge re-



Carnegie Science Hall

garding man's original tendencies, the learning process, attention, interest, sensation, perception, imagination, memory, trial and error, imitation and curiosity as factors in mental growth, conception, apperception, judgment, reasoning, psychological tests, practice and fatigue, individual and sex differences, etc.

The work in School Management and Methods of Teaching forms the culmination of the preceding courses, and is divided into three parts. The

aim of the first part is to give the student, in the light of accepted principles, a knowledge of the technique of school management and organization that will enable him to secure the smooth and efficient working of his school. Such topics as the following are discussed in detail: System and organization, the problem of attention, the conduct of the recitation, the study hour, order and discipline, school incentives, offenses and penalties, routine and habit, and testing results.

The second part of the course involves both general and special methodology. The object is to prepare the student for intelligent and efficient teaching in the secondary school, by enabling him to adapt to the work in each subject the principles of general method. This work is introduced by a short series of discussions on the application of definite psychological principles in school management. Instruction in special methodology is provided through the correlation of the work in the Department of Education with a unit course given in each of the following departments: English, French, German, History, Latin, Mathematics, and Oratory.

The third part of the course consists in the systematic observation of class instruction. For several years Bates students have been welcomed to the high schools of Lewiston and Auburn as visitors in the department of History, and the observations made in this way have proved very stimulating and beneficial. Early in the present year, through the kindness of the superintendents and principals of the two cities, students of Education at Bates have been accorded an additional privilege of visiting any and all classes in which they may be interested. This is a professional courtesy that is keenly appreciated both by the students and by the faculty of the College, and the prospective teachers are already finding their observations most interesting and helpful.

THE RE-ORGANIZED BATES STUDENT

The **Bates Student** with the beginning of its forty-fourth year has assumed an entirely new character and policy. The board of editors who took office on January first have substituted for the weekly magazine, established three years ago, a full-fledged college newspaper, to be issued each week. The new paper provides more space for reporting college news, appeals more widely to the varied college interests, gives the editors more

experience in practical journalism, and lessens considerably the cost of publication.

To meet the demand for the more distinctly literary material, such as made up the old monthly **Student** and occasionally appeared in the weekly magazine, the present editorial staff issues each month a supplement to the news edition. The first number of this literary section, a **pretentious magazine of thirty-two pages, issued in February**, contains representative undergraduate poetry, fiction, criticisms of college life, and articles on such subjects as "The Bates Cosmopolite," who comes from Russia, Syria, Japan, and other lands. The magazine section, with its occasional contributions from the alumni and faculty, and its undergraduate thought registered in more permanent form than that of the newspaper, will especially attract the Bates graduate. The subscription price for the **Student**, in reality two papers, is unchanged. If the promise of catholic and effective college journalism contained in these first numbers is fulfilled, the new order of things in undergraduate publications is certainly desirable.

In the reconstruction of the paper, a policy of general student supervision, similar to that exercised over the athletic activities, has been established. For years the **Student** has been nominally under the care of the Junior class, with no real head to whom the business manager or editor was responsible. The new control provides for a general organization composed of all students and members of the faculty who are subscribers; this corporation is known as "The Bates College Publishing Association." The constitution calls for a president, vice-president, and secretary from the Junior class, these officers to hold office one year. The oversight of the literary and business management of the paper is in the hands of a board of directors, made up of four undergraduates, including the president of the association, three members of the faculty, one of whom is treasurer, and an alumnus. This board is elected by the students. These directors appoint the editor-in-chief, business manager, and literary editor, have power to remove the editor or business manager for cause, or upon the recommendation of these officers, to dismiss other members of the staff. An annual meeting is held during the second week in November when the annual reports of the business manager and of the board of directors are submitted, the new staff of editors is announced, and the new officers of the association are elected.

The business manager and his assistants receive a percentage of the profits, and a sinking fund is provided. The organization of the association is expected to add greatly to the efficiency of the re-organized **Bates**

Student. T. E. Bacon, '17, is editor-in-chief; A. W. Bush, '17, news editor; Ruth Lewis, '17, and F. B. Quimby, '18, local editors; Aileen Lougee, '17, alumni; W. P. Hobbs, '18, athletics; J. L. Sherman, '17, and Martha Drake, '18, associate editors; Alice Lawry, '17, literary editor; C. C. Chayer, '17, Cora Ballard, '18, Elinor Newman, '17, H. W. Canfield, '18, magazine editors; Clarence Hatch, '17, business manager, and F. J. Googins, '18, assistant manager.

THE DAY OF PRAYER, 1916

"Never has Christ seemed so unique and so necessary as He does to-day. When have so many stood in need of His guidance to discover the path of duty and of faith in the midst of sore perplexity and questioning, of His sustaining power in the midst of sorrow and loneliness, of His assured presence in the valley of the shadow of death, of His vision and hope to discern and hasten the coming of the better day? Christ has ever manifested Himself in the pathway of those who have called upon Him in faith and with pure heart and unselfish spirit. Therefore, let Christian students and professors in every land, together with all those who have truly at heart the accomplishment of God's will in and through the students of the nations, unite in the faithful observance of the coming Universal Day of Prayer for Students, that there may be marked manifestations of superhuman wisdom, superhuman love and superhuman power—such manifestations as will fully meet the unparalleled needs of the present hour."

So writes John R. Mott, the General Secretary of the World's Student Christian Federation, in his summons for world-wide prayer for colleges and schools, professors and students on the Universal Day of Prayer for Students.

For many years Bates College has responded to the call of the Federation, and has set aside one of the active working days of the week for the presentation of the claims of religion and the person of Christ on the minds and lives of the faculty and students. In the early days of the College, the then designated Day of Prayer for the Students, the last Thursday in January was accepted, and although in recent years most institutions have come to observe the last Sunday in February, Bates has

continued her observance of the older date as a day of prayer and worship. The helpful effects of the services of previous years are still felt in the lives of those who long since have gone out as graduates to places of usefulness and responsibility in the great Post Graduate University of Life and Experience.

The program of 1916 was no exception, in its excellence and helpfulness, to that of other years. Careful preparations were made by co-operating committees from the faculty and the Christian Associations. The latter met in union meeting on Wednesday evening, January 26th, to listen to an address by Professor H. H. Britan, with the subject, "The Perfect Man." Early Thursday morning there were simultaneous prayer groups for the faculty, the young men and the young women.

The first service of the day, held at the usual chapel hour, was attended by many friends from Lewiston and Auburn. Special music was furnished by the chapel vested choir, with Miss Cecelia Christensen, of Bangor, at the organ. President Chase was assisted in the service by the recently installed pastor of the Pine Street Congregational Church, Rev. W. A. Bartlett, D.D. The speaker was Rev. O. P. Gifford, D.D., Brookline, Mass. Dr. Gifford made a profound impression on students and faculty while at the College. In his morning subject, "Profit and Loss," with language and figure easily understood and appreciated by students he presented the old, yet ever pressing question of Jesus, "And what shall it profit a man if he gain the whole world and lose his own soul." Dr. Gifford has the rare ability of putting his thoughts in terse, epigrammatic sentences, that have barbs of interest attached so that they stick and remain. Note the following: "God confesses facts; men faiths. A man may deny himself—God can't. The higher you rise in the scale of life the more you come under the power of the must. The higher you rise in the scale of being, the more the Divine compels you to live in certain limits. What shall it profit a student if he gain the whole world of college life and lose his integrity, his self-respect, his ideals? 'When one is false to self he cannot be true to any man.' How unmeasurable is the tragedy to gain substance at the cost of soul. Life is a trust. It is a crime against God and man to be self centered." An illustration of singular power was that contained in the story of a French peasant, shattered and maimed in the battles of the Great War, brought to the hospital for recovery where he found health and strength again. As he was nearing the time of his discharge another patient was brought in, weakened and dying from loss of blood. The now recovered soldier offered his blood, it was accepted, and



The Chapel

the second man started on the road to life again. An offer of payment was made for the blood given only to be met with the noble words, "I gave my blood, I did not sell it."

"Give your lives, do not sell them for the whole world," counseled Dr. Gifford. It is worse than being a disciple of Judas to turn from a God who gives and a world that wants to self. Give your soul for service and use the world for others.

A second service was held in the evening, when there was another special musical program, and President Chase was assisted by Rev. H. I. Holt, Bates, 1909, the Pastor of the High Street Methodist Church of Auburn. The subject, "A Great Adventure," gripped the audience even more than that of the morning. Dr. Gifford began by quoting the last words of Charles Frohman, the playwright, as he stood on the sinking deck of the *Lusitania*: "I am not afraid of death; it is a great and beautiful adventure." The speaker then went on to say, "So is life," and for the next forty minutes he led us into the deep mysteries of life and death, character and destiny in a most profound yet simple way. "Every soul is caught by two seas meeting, heredity and environment. No prism has been found that can analyze the soul. It is the most complex and compound force, 'the heir of all the ages in the foremost files of time.' The meeting and the mingling of dead lives in one force is a great adventure. Life itself is a lower grade school for the university of the spirit. Death does not change character. It unfolds it. Judgment will be based on past motives, purposes, desires, upon the stored up memories of life. Our own face will be the one seen at the judgment. There is no ready-made shop for the clothing of souls in eternity. We can't be rubbed into the Kingdom by spiritual massage. We are responsible if we have hardness of heart and weakness of will. The education of life holds the key to the adventure of death. A man is a fool who makes the journey across the sea of eternity without reservations. You did not make Bates College, you related yourself to it. So it is with salvation. I have no use for a man who would enlist and then be ashamed to tell of it."

The climax and conclusion of the speaker was most impressive when in a singularly simple, yet dramatic way, the preacher and the prophet, the man of God, expressed his confident assurance in Christ and his satisfaction that "his reservations" were all made for the voyage of eternity.

The influences, the impressions, the inspirations of the day of prayer remain. They have been a very material step of preparation for the evangelistic campaign to be conducted April 11-13 by Raymond Robins of Chicago, the leader and authority in moral, social and religious reform who is now in an international college tour for the purpose of presenting the message of Christ to students.

PRESENT STATUS OF ATHLETICS

In the current discussions of College athletics it is maintained by some that athletic contests should be held only among the students of each College; that intercollegiate contests should be abolished. In this way, they assert that the evils of professionalism, the financing of good athletics, the tendency fostered by undergraduates and alumni to demand from faculties special leniency with athletes would be wholly removed. Others advocate the "let-alone-policy" of our fathers in the relations between governments and individuals. They urge that if conditions are not disturbed too abruptly, affairs will adjust themselves in one way or another, and the existing evils will disappear.

Still a third view is rapidly gaining adherents. These affirm that intercollegiate contests should be allowed but under restrictions of the Department of Physical Training; that such a department should rank with the English and the Latin departments; that the coaches should be made instructors under the charge of the college authorities.

Bates College is rapidly working along the third line. She exercises careful supervision of athletic interests not only of schedules and competitors but also of finances. While competition is allowed and encouraged within limits, every endeavor is made to remove the serious criticism that college athletics exist for the sake of training a few men in baseball, track or football.

Last year at Bates there were thirty-five or forty candidates for places in the baseball team. Those who could not make the first team had a chance for the second team. For several seasons, five or six teams composed of students not playing on the regular teams had schedules of their own. From the noise at the contests, it might have been inferred that these were the most important games on the campus. Last year less was done with minor teams on account of unfavorable weather and lack of supervision.

Our present track coach understands the desire of our institution to give all students appropriate physical training and he interests as many students as possible. All the young men except the seniors are required to do a certain amount of gymnasium work, but track work may be substituted for those preferring it.

This year a large number of students are taking the various forms of track work,—forty-two, in the relays; eleven, in middle distance runs; nineteen, with the weights; seven, in jumping; twenty-five, in a novice

class; seven, making up work, in various events. Twenty baseball men are also doing preliminary training in the track department. After deducting names counted twice, there are about one hundred men in this department.

In football, fifty men were at practice for at least a part of the season. Some of these men did not expect to make the teams but were out for the exercise or to secure training to help them in coaching after leaving college.

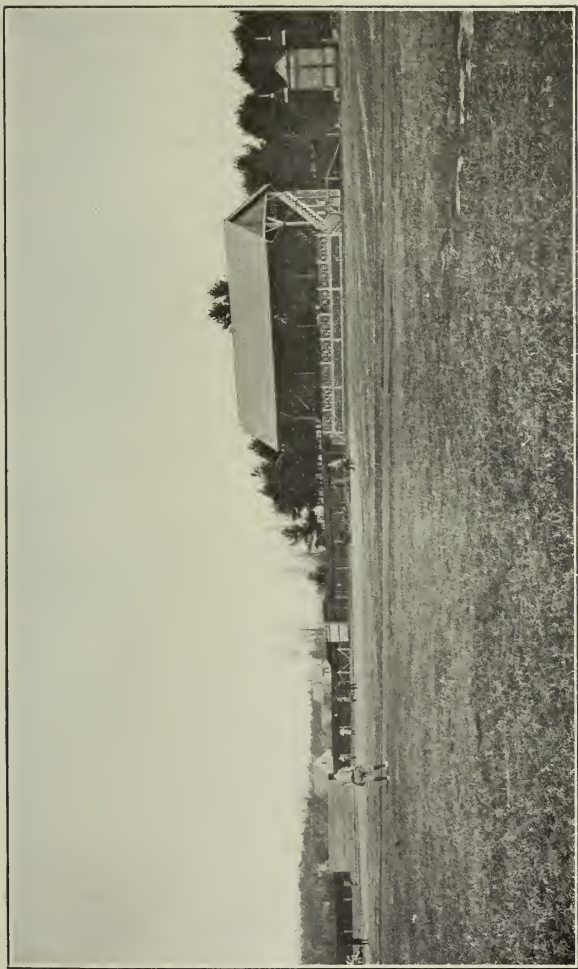
Tennis has many adherents. The seven courts are constantly used during the college year whenever the weather permits. To encourage interest, tournaments are held, especially during the first semester, usually thirty to forty contests in singles and doubles.

For several years attempts have been made to start the game of ice hockey. This game should be encouraged, for Bates students have ready access to a pond near the gymnasium. Certainly the pleasure of the game and the benefit of the bracing air amply justify the sport. If Canadian towns, often of small size, can support such contests, why cannot our Maine colleges? This year several enthusiasts among the students have started the sport and, doubtless, a little encouragement will bring better results next year.

This year interest has been aroused in wrestling, considered in many colleges as a minor sport to be supported as far as practicable. About fifteen students have practiced in this branch of athletics since the beginning of the year. An invitation was received from Harvard to send contestants to a gathering to be held at Cambridge. Three of our students were sent and did as well as could be expected, considering the brief period of training and lack of coaching.

It is the aim of Bates athletics to do something for as many persons as possible; but there is an unfortunate lack of adequate resources. In all sports certain tools and equipment are needed, such as bats, balls, shoes, uniforms, etc. These necessitate the expenditure of a considerable sum of money. The dues of students and a variable sum of money derived from gate receipts which depend on weather and success of teams, furnish the only financial backing. Out of these amounts, salaries of track and football coaches must be paid—at least in part.

To secure permanent improvements, the Association has spent considerable money, thus hindering the immediate expansion of athletic interests. Last year \$1500 was spent to build a new fence on the Bardwell Street side of Garcelon Field. It is an eight-foot fence with iron pickets five



Garcelon Athletic Field

inches apart. The posts are sunk five feet in cement. When the fence is completed it will certainly add to the beauty of the campus. The permanent improvements should in part, at least, be provided by other authorities than the Athletic Association.

Several changes are greatly needed. Each year a considerable amount of equipment is lost on account of lack of lockers. When even high schools have lockers why should not Bates have them? To compare favorably with the Lewiston Athletic Field and with the fields of other Maine colleges, Gareelon Field needs a grass diamond. The track which is used by many students is, after a rain, almost impassable. The construction of a cinder track would obviate present difficulties and would lessen the cost of maintenance. The fence on the Central Avenue side should be replaced before the present unsightly affair falls on an innocent passerby. Considering its resources, the Bates College Athletic Association is attempting to do more than most small colleges. With a little assistance much more could be accomplished for all the students.

NEW GENERAL CATALOGUE

The new General Catalogue of Bates that appeared the latter part of January was the result of over two years of hard work. At Commencement in 1913, a committee consisting of Prof. Jonathan Y. Stanton, Oliver B. Clason, class of 1877, and Harold A. Allan, class of 1906, was appointed by the Trustees to compile and publish a General Catalogue. This was the second issue, the first and only general catalogue prior to this having been published in 1891. The long time since that date and the large increase in the number of graduates required an immense amount of labor.

Circular letters were sent to all graduates whose addresses were known, and the addresses of others were obtained from classmates and other sources. Prompt replies would have materially diminished the labors of the committee. Several graduates did not respond to repeated letters sent them. For some of these the desired information was at length obtained from graduates living near them. But in many cases it was found necessary to secure special assistance in looking up delinquents. Doubtless, some graduates were too busy to take time to prepare replies. There were about twenty for whom no data seemed obtainable. But after

careful searching even these were found. One of these, a graduate of nearly thirty years ago, after teaching a while had gained his degree of LL.B. from Yale, had practiced law in Maine for a short time and had then removed to Washington, D. C. No one of his classmates could give any further account of him. The casual reading of a newspaper disclosed the fact that there was a State Senator in one of our New England States who had previously been in that State's House of Representatives and also a district Judge of his County. He proved to be the missing Bates graduate and many interesting letters have been received from him. It developed later that a college classmate who lived in the same state and had served two terms in its legislature, had never heard of the whereabouts of his old-time comrade. Other alumni were almost as strangely elusive, but at the end every graduate, whether of the College or of the Divinity School, had been located.

The Committee has tried to make the Catalogue as comprehensive as practicable. Short sketches of the governing boards, officers of instruction, graduates of the College and Divinity School, honorary graduates, have been obtained and published together with a list of most of the non-graduates.

If all who are interested will send to the Registrar of the College any errors or omissions they may note in this catalogue and, also, information respecting matters of interest relating to the graduates, it will be much easier to compile the next catalogue.

The new catalogue containing about 330 pages, may be obtained by writing to Superintendent D. E. Andrews, 130 Wood St., Lewiston, Maine. Prices: Paper binding, \$1; cloth, \$2.

Mr. Clason's very modest account of his efforts in preparing for publication the new general catalogue of Bates College necessarily affords only meagre hints of its value to the graduates and to the former students of Bates. A general catalogue cannot be expected to give biographical sketches but even the few lines permissible in outlining the lives of between three and four thousand persons afford suggestive hints of the value of the service of Bates during her first half century.

In examining the record of the officers of the College the reader is at once impressed by the singular and wise discrimination of President Cheney and his associates in securing for the guardianship of the College Fellows and Overseers likely to commend the infant institution to the favorable opinion of the public. In the list are found the names of men prominent in the industrial, the civic, and the educational life of fifty

years ago. The man whose name our College bears was beyond a doubt one of the most energetic and efficient leaders of business undertakings in his time. The word Bates is as conspicuous in various ways in Lewiston as is the word Harvard in Cambridge. That it has been to such a degree stamped upon the business and the affairs of Lewiston is emphatic proof of the great part that Benjamin E. Bates had in the organization and direction of the industrial, the educational, and the civic life of one of the most rapidly growing communities in Maine. Even a rapid scanning of the names of Fellows and Overseers of Bates will disclose the fact that from the beginning men of practical ability as well as of intellectual power and of prominence in public life have been chosen to supervise and to promote the progress of Bates.

Our College has never been given into the hands of mere theorists. The names of the members of the Corporation of Bates College afford, also, conclusive proof of the breadth and catholicity of its management.

Possibly many Bates graduates have forgotten that James G. Blaine, Nelson Dingley, Joshua L. Chamberlain, Person B. Cheney, Alonzo Garcelon, Ebenezer Knowlton, Sidney Perham, George Gilman Fogg, and others scarcely less noteworthy as United States Senators, Representatives, Governors, and Diplomats, were all for a period contemporaries in the government of Bates College. Not less distinguished are many of the names of Fellows and Trustees of later date. Among these are Charles E. Littlefield, Albert Russell Savage, and Albert M. Spear, names that tell their own story of eminence and public service.

Nor has the clerical profession been less worthily represented among the guardians of Bates. Let me revive a memory already, alas, dim and fading. Rev. George Tiffany Day, one of the most gifted pulpit orators of his generation, cannot be forgotten by the older graduates of Bates that listened to his words of wisdom, wit, and grace at the Commencement Dinners of forty or more years ago. Nor was there a lack in the earlier governing boards of Bates of distinguished and experienced educators. John Dudley Philbrick, the organizer and shaper in large measure of the school system of Boston, a man honored at home and abroad, by great institutions of learning, was only more eminent than several of his associates. Happily Bates still retains his name in one of her scholarships. Even the briefest account of the governing boards of Bates should contain appropriate mention of a man that has perhaps, fitly been termed the foremost in the development of one of the greatest, possibly the greatest, enterprises of our own time, Theodore N. Vail, President of the American Telephone and Telegraph Companies.

Inevitably the first Fellows and Overseers of Bates were chosen from men outside the Alumni of the College. But with a progressiveness in which Bates was a leader, arrangement was early made for placing the direction of the College largely in the hands of its graduates. The charter of Bates wisely made a graduate of the institution ineligible for the position of Fellow or Overseer until five years after his graduation. But as soon as this limit had been passed, Bates men began to have an active share in the direction of their College. Thus, in 1872, Albert Hayford Heath became an Overseer and in 1873 a Fellow of the Corporation, and in 1873, Arthur Given, like Heath of the class of 1867, became an Overseer, an office that he has retained from that time till the present. Both of these men rendered valuable service to their College at a critical period. Both of them were able preachers and influential in their work as clergymen.

The policy of summoning graduates to the care of their College has been steadily maintained, until at the present time nine of its fourteen Fellows and nineteen of its twenty-five Overseers are alumni.—each of them selected by fellow graduates and approved by the governing board.

The list of officers of instruction is no less suggestive than that of the officers of government. The teachers of Bates have as a body been men of scholarship and of practical ability. The first professors chosen set the standard high and no effort has been spared to maintain it. The first faculty at Bates had in its membership two Stantons,—the beloved Professor Emeritus of our own time and his no less scholarly brother, Levi Wentworth Stanton. Limits of space forbid extended mention of the teachers that have contributed to the intellectual life of Bates from 1863 to 1916. But it may be worth while to note the remarkable breadth of the College as shown in its choices of men of different denominational connections. It has never been true, from the beginning till now, that the particular denomination of a candidate for a teacher's position at Bates has had anything to do with the choice made. In the successive faculties at Bates have been Baptists, Free Baptists, Congregationalists, Methodists, Lutherans, New Church men, Episcopalians, Universalists, and Friends. The composition of the present Faculty shows how broad the College is in its selection of teachers. The various institutions that have contributed to the teaching forces at Bates illustrate its breadth in another way. We name, perhaps, not all of them, but enough for the purpose. Bowdoin, Colby, Dartmouth, Amherst, Harvard, Yale, Tufts, Brown, Columbia, University of Pennsylvania, McMaster, Acadia, Doane, Queens University,

Boston University, Smith, Mount Holyoke, Wellesley, Vassar, Massachusetts Institute of Technology, Ohio Wesleyan University, Williams, the University of Paris, Halle University and the University of Marburg, Germany. No mention has been made of numerous teachers at Bates that have studied and received degrees at foreign universities. Perhaps it is forgotten that among the lecturers at Bates have been a President of Harvard and numerous men subsequently distinguished as professors and presidents of leading colleges in our country.

Bates teachers have been sought for departments in numerous colleges, such as Dartmouth, Amherst, Williams, Bowdoin, Queens, Tufts, Cornell, University of Minnesota, University of Pennsylvania, Columbia and Harvard. Indeed, it has been at once the glory and the disadvantage of Bates that she has had teachers of such merit that institutions paying larger salaries have drawn heavily upon her teaching resources.

The glimpse at the lives and work of Bates graduates afforded by the terse statements in the general catalogue is highly suggestive and interesting. If there had been any question respecting the right of Bates to "a place in the sun" it would be at once withdrawn after a brief examination of the services of Bates men and women to the world.

Founded like most New England colleges for the purpose of preparing men for the Christian ministry and throughout her history eminently and practically religious in her spirit and influence, Bates has naturally made noteworthy contributions to the ranks of Christian teachers and workers. She has been represented by able ministers in the pulpits of twelve religious denominations. Leading Baptist, Methodist, Congregational, Episcopalian, Unitarian, and Universalist ministers have received their college training at Bates. Her largest contributions have been made to the three first named. But her contributions of leaders to other religious bodies have been by no means small. The standing of Bates graduates in the ministry as disclosed by a study of her general catalogue is shown in part by the number of city pulpits that Bates men have filled or are filling. Some of the cities are Bangor, Portland, Boston, Providence, New York, Philadelphia, Chicago, Minneapolis, St. Paul, St. Louis, Omaha, Seattle, Los Angeles and Montreal. Not less efficient and useful has been the ministry of Bates graduates in cities of the second and third classes. Space may not appropriately be taken to be more specific.

Nor has the influence of Bates as a Christian college been less conspicuously in evidence in other lands. She is at the present time represented by earnest missionaries in India, China, Japan, Africa, Turkey, Spain,

Brazil. Her contributions to missionary service in India, Japan and China have been so noteworthy as to attract the attention of the leading foreign mission secretaries.

Within the last ten years, in particular, new opportunities for religious workers have been offered in Y. M. C. A. work and in Social Service. Bates men are now Y. M. C. A. Secretaries in some of the most responsible places in our country. Three members of the class of 1915 entered at once upon important work as city or district secretaries. Y. W. C. A. work has already engaged the attention of Bates women and in increasing numbers Bates women are preparing to become Christian workers.

Even more significant has been the work of Bates graduates as educators. The general catalogue shows that more than forty per cent. of the total number down to the present time have devoted themselves to teaching or to various other forms of educational work. Between fifty and sixty colleges and universities in our country have numbered Bates graduates among their teachers. The names of most of these (there have been additions recently) are given in the last Bates catalogue. So a few names here must suffice, Amherst, Brown, Yale, Harvard, Tufts, Cooper Institute, Cornell, Middlebury, Massachusetts Institute of Technology, Princeton, Western Reserve, the Universities of Illinois, Iowa, Colorado, California, Montana, Oregon, Wisconsin.

More significant still is the large number of prominent educators contributed by Bates to the responsibilities of popular education—state, city and district superintendencies, high school principalships, and departmental work. It is believed that more educational positions of importance in connection with the public schools of Massachusetts are filled from Bates than from any other college in the country. Naturally, Bates graduates first gained reputation in New England. But they are now known and sought in all parts of our country from the Atlantic to the Pacific. The addition to the faculty of Bates of a professor of Education, noted in the general catalogue, should aid her in retaining the eminence, it might be said pre-eminence, that she has gained as an educator of teachers.

A study of the catalogue will show, however, that Bates is not distinctively a college for preparing ministers or teachers. Numbers of her graduates have gained distinction in the law, in medicine and in the application of science to the arts and industries. Not a few have won distinction as judges and legislators. A study of the catalogue discloses a steady increase in the number of Bates graduates that have become physicians. A number of them are in charge of well-known sanitariums. Several of

them are professors in medical schools. Some of them have a national reputation as specialists. One of the most important positions in our country open to surgeons—chief health officer at Ellis Island—is held by a Bates graduate.

The fact that Bates students in larger numbers relatively than those of any other college in America are dependent for educational opportunities upon their own efforts and that they enter upon active life embarrassed by financial obligations assumed at college or in belated study at professional schools, together with the fact that so large a proportion of the most intellectual and aspiring enter the Christian ministry or engage in educational work, will account for the tardy entrance of Bates men into political life. The records, however, show that Bates has contributed to public service a gradually increasing number of men occupying responsible positions as makers and interpreters of law.

For like reasons the number of Bates men devoting themselves to business has been relatively smaller than that of any other New England college. Many Bates alumni, like Louis Agassiz, have been "too busy to make money." The general catalogue discloses the name of not even one millionaire Bates graduate and probably the names of not a half dozen that could be termed even moderately "well off." The number of Bates men that have entered upon business immediately after graduating has begun to be noticeable during the last five years. The number increases annually and the next general catalogue, if delayed so long as the present one has been, may enter upon its list the names of men equal to the responsibility of generously endowing their college.

A creditable number of Bates graduates have engaged in editorial and literary work. Several have become editors of important papers and have been highly successful. A number have gained distinction as authors. Some of the subjects with which the names of Bates writers are associated as book producers are Mathematics, Chemistry, Biology, Argumentation, Law, Psychology, Education, Religion, Medicine, The Drama, Poetry, Eugenics, Sociology, Ornithology and Fiction. Several have prepared textbooks in the Classics, Ancient and Modern, that are widely used in the schools and colleges of our country.

Bates men, also, are holding important positions as mechanical and civil engineers, as state foresters, and as professors in Forestry. A Bates graduate is the chief engineer in the Department of Agriculture, Forest Service, of the United States, with headquarters in Washington. Several Bates men are holding important positions in the service of the Weather Bureau.

After all, the most satisfactory result revealed by this latest record of Bates graduate achievements is the almost uniform usefulness and efficiency of Bates men and women in the ordinary relations and activities of industrial, social and civic life.

Less relative space in this article has been given to the women graduates of Bates. No less successful than their brothers have they been as educators, nor have they failed to furnish for ministerial and missionary work eminent exemplars of the best attainable. A Bates woman won rare distinction in the legal profession, even appearing as counsel before the Supreme Court of the United States. Bates women are rendering choice service as thoroughly educated and scientific physicians. A good number of them have won reputation as writers. Some of them are engaged in social service work of a high order. But perhaps the most interesting fact respecting Bates women disclosed by a study of the general catalogue is that, in spite of the prevalent notion that college women do not welcome marriage, a very large percentage of the alumnae of Bates have become nappy and successful home-makers.

Down to about 1890 the number of women at Bates was very small; and in the classes of the first twenty-five years those receiving women were not only few but far between. The women graduates of Bates have, therefore, not yet had equal opportunity with the men to demonstrate the value of their training.

THE ISAAC L. RICE LIBRARY

All friends of Bates will be glad to know something of the life of the remarkable man from whose estate the Bates Library has recently received accessions the most noteworthy in the history of the College. The volumes presented are the most unique, representative, and valuable to the departments receiving them with which our own and with which, possibly, any other American college has ever been favored. Indeed, it is doubtful whether any other college in America has ever received by gift at one time so remarkable and desirable a library of French literature.

The collections, both of French and of German books, received through the generosity of Mrs. Rice are described briefly in articles written for this issue of the Bulletin by Professors Hertell and Leonard.

Only long years, however, can ensure an adequate appreciation of the importance to Bates of collections so representative of the life, character and tastes of the distinguished scholar that gave so much time to selecting and obtaining them.

Isaac Leopold Rice was born in Rhenish Bavaria, February 22d, 1850. He received his education at the Central High School of Philadelphia and at Columbia University. He founded, in 1882, the School of Political Science at Columbia and was a lecturer in the school. He was an instructor in Columbia Law School from 1884 to 1886. He resigned his duties in the University to take charge as an attorney of some of the most important railroad interests in our country. After most efficient service to these interests he gave up his practice of this kind and devoted himself to projecting and fostering some of the greatest industrial enterprises in the United States. He was president of nineteen of these great organizations and was a director of many others. He was also treasurer of several of them.

It will not be attempted here to enumerate all of them. They may be found under Mr. Rice's name in the latest edition of *Who's Who*. A few only may be named here: Electric Boat Co., Holland Torpedo Boat Co., Electric Launch Co., Industrial Oxygen Co., Car Lighting & Power Co., Railway and Stationary Refrigerating Co., The Forum Publishing Co., and the Casein Co. of America.

It is needless to say that Mr. Rice was one of the busiest of men. His duties in connection with industrial enterprises took him abroad nearly every year, often for long periods. And he came into intimate relations with the leaders of industry in every great nation of Europe. His literary taste and his keen interest in the applied sciences also brought him into relations with many of the most distinguished scholars and inventors.

In fact, Mr. Rice's devotion to intellectual themes was even more intense than to business enterprises. All through the strenuous years of his active life he took time to read, to think and to write. He knew the contents of the valuable books that he collected. He was a diligent student of history and he had at command the resources that he had so conscientiously gathered. The writer of this article is conservative in his affirmation that Mr. Rice was the best read, the most intellectual and the most broadly educated man whom he ever knew. Only the genuine student, the true scholar, will after long days of strenuous effort and masterly direction of difficult undertakings give by preference his evenings for hours to quiet reading and study in his home. Mr. Rice was always a



Coram Library

home lover and so far as the responsibilities of his business affairs would permit, was a home keeper intensely devoted to his family. He kindled and fostered in his children an intense love of science, literature and art. To an unusual degree they inherited his traits of character and intellect.

The breadth of his literary interests is disclosed in his book, "What is Music" and in many articles upon diverse subjects in the North American Review, the Century and the Forum.

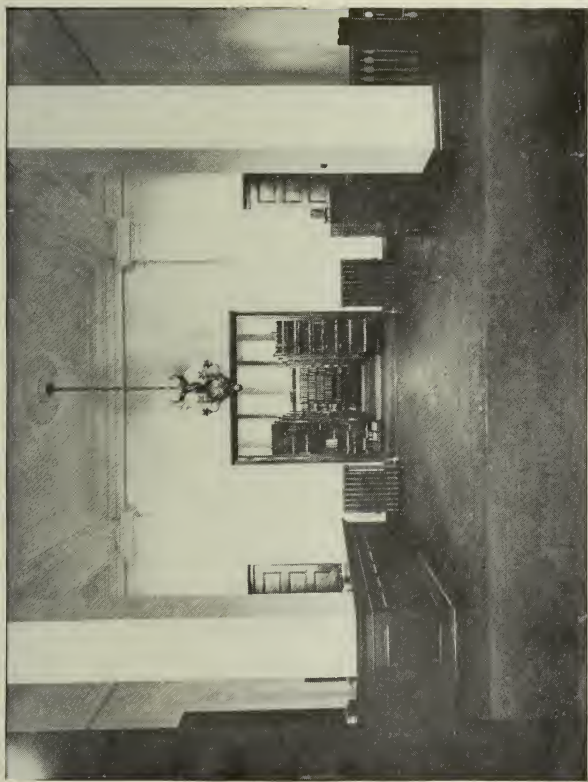
In still another way the keenness of his intellect was evinced. He was a great chess player and was the inventor of the Rice Gambit, a new chess opening. Mr. Rice had been interested in Bates College for nearly twenty years. He had visited the institution and had given a lecture long remembered upon submarines. He was remarkably appreciative of the aims, the spirit, and the work of Bates and it was but a meagre expression of the esteem of the friends of our College when he received from it in 1902 the degree of Doctor of Laws.

The writer never found Dr. Rice too busy to listen to the needs of Bates; and he had more than once given substantial expression to his sympathy with her endeavors.

Mrs. Rice, to whom Bates is directly indebted for the gift of the choicest private library of French literature in America and for a valuable collection of books devoted to the German language and literature, shared to the full the aspirations and the satisfactions of her husband. She is well known both in our own country and abroad. She was the founder of the Society for the Suppression of Unnecessary Noise and her efforts were successful to a degree almost beyond belief. She must be included among the great benefactors of our time, both through her own personal efforts to promote human welfare and through her generous contributions to worthy objects. She has given more than \$1,000,000 for the support of one of the great hospitals in New York City. All of her numerous gifts are a genuine expression of her own thought and sympathy. As the Rice Library of French Literature becomes known, it cannot fail to bring to Bates for the study and enjoyment of its treasures scholars from many colleges and universities.

The French Books

The French books of this magnificent collection are of considerable value and of unique interest. The larger portion, possibly two-thirds of the whole number, are historical treaties. They cover every imaginable



Stack Room, Coram Library

field of historical study and investigation and no phase of this wide subject is unrepresented. Works on legislation, political, diplomatic, constitutional and financial history are abundant. Not only are a number of general histories included in the collection, but the histories dealing with special periods or kings are many. The reign of Louis XIV naturally occupies a large place among these as also do those devoted to the periods of the Revolution, including Sorel's powerful works, and those of the two Napoleons. Perhaps the most valuable parts of the wealth of this historical material consists in the complete set of the *Publications de la Societe de l'Histoire de France* and the many volumes of biography, correspondence, souvenirs and memoirs, among which those of Saint Simon, of the Duc de Braglie, of Talleyrand and of the Prince de Metternich are the most noteworthy.

While the volumes of a strictly literary character are far less in number than those belonging to the department of history, still the accessions that through this gift became available to the student of French literature at Bates are important and of wide interest. The addition of complete and authoritative editions of Montague, Montesquieu, Lamartine, St Beuve, Daudet, Zola and Maupassant is certainly most welcome and will not fail to inspire a larger appreciation of French literature and afford a wider opportunity for study. And surely the series of more recent works, especially in the line of fiction, by some of the contemporaneous French authors like Bourget, Cherbuliez, Weiss and Maeterlinck are splendid aids in bringing students in touch with the leading writers of to-day.

The German Books

The number of German books, about 150 volumes, which the college has received from Dr. Rice's estate is considerably less than the number of French books; but they possess great interest and value. They are a somewhat miscellaneous collection, occupying ten shelves of the Globe-Wernicke system. Among them is a very acceptable edition of Schiller's works in twelve volumes, and a similar edition of Heine's works in nine volumes. Inasmuch as both authors are extensively read in our college courses, the above sets will make a welcome addition to our present Schiller and Heine material. Wigand's *Conversations-Lexikon* in fifteen volumes will be useful for reference purposes. The remainder of the books give constant witness to the varied interests which occupied Dr. Rice's attention. They include history, biography, science, music, politics,

economics, sociology, and works dealing with the great industrial questions. There are forty-five bound volumes, each containing two, three, or four monographs, devoted to economic problems. This collection, when catalogued, will doubtless prove of great value, especially to those interested in political economy.

LECTURES OF THE SEASON

The students and faculty of Bates, as well as the public of Lewiston and Auburn, have come to look forward with anticipation to the lectures given at the College by men of national reputation, especially those provided by the George Colby Chase Fund. The first of these lectures this season was upon "Birds and Bird Music," and was delivered at Hathorn Hall by Henry Oldys, on the evening of Oct. 20. Mr. Oldys was already favorably known here by reason of a previous lecture, and he was greeted by a large audience of students and townspeople. The lecture opened with a reference to "Bird Guests" by Ernest Harold Baynes, a book which Mr. Oldys cordially recommended. He then spoke of the value of bird reservations, pointing out the serious danger of the extermination of some of the choicest and loveliest of the feathered creation, such as the bird of paradise. Birds are wonderfully responsive to kindness, the speaker said, and many species can be tamed as easily as squirrels. There followed anecdotes illustrating the marvels of bird life. One of Mr. Oldys's most pleasing accomplishments is his ability to imitate the songs and calls of a great variety of birds. In the concluding portion of his lecture he described and reproduced the music of the robin, chewink, oriole, various sparrows, and many other birds. The genial personality of the lecturer and his delightful humor enhanced the effect of his unique and original observations.

On the evening of Nov. 20, Dr. E. K. Sprague, Bates, '87, of the Ellis Island Immigrant Station, spoke at the Chapel upon "Immigration and the Public Health." He explained the methods by which the landing of the immigrants at Ellis Island is supervised, particularly the tests by which their freedom from disease and their mental ability are determined. A number of excellent views helped to make clear to the audience the various buildings at Ellis Island, the appearance of the foreigners as they pre-

sent themselves on landing from the steamer, and the process of applying the tests for health and mental ability.

On the evening of Dec. 11, Dr. Edward Breck spoke upon "Our Navy and its Meaning." In discussing our need of a strong navy, Dr. Breck spoke of our responsibility in connection with the Monroe Doctrine, our agreement in regard to the freedom and neutrality of the Panama Canal; our need for the continuation of the "open door" in China; and our difficulty in protecting our many thousand miles of coast line. He recalled Mr. Choate's suggestion of the probability that our policies in these matters may be put to the test after the present European war. The lecture was illustrated by many excellent views of the ships of our navy. Dr. Breck is an easy and effective speaker, with much dry humor combined with great earnestness in presenting a cause dear to his heart.

Perhaps the most unique lecture heard at Bates this year was that delivered at Hathorn Hall on the evening of January 17 by Prof. John A. Lomax of Texas University. The subject was "Songs of the Cowboy." Prof. Lomax was born in the heart of the cow-boy country, and was familiar with their peculiar manners and customs from childhood. After leaving College he made a business of collecting the songs of the Western Plains. Many of the songs, the lecturer said, came from the southwestern part of the United States on the Mexican border, particularly from New Mexico. Under the peculiar social conditions which gave rise to the songs, the cow-boys, living on ranches far from any settlement, had to look to themselves for amusement; and to while away time they composed songs that were usually the joint product of a group rather than the work of an individual, and that often reached an inordinate length—sometimes an hundred stanzas or more. The subjects included troubles between Texans and Mexicans, the cow-boy's home, mother, sweetheart, daily routine of life, his mix-ups with the law, and thoughts of death, with which he was always in close contact. Typical poems, many of them witty and humorous, were read by way of illustration. Prof. Lomax not only read many of the songs but sang some of them, and the audience were so thoroughly under his spell that a number of the young men came forward in response to his invitation and sang the refrain to some of the most characteristic songs.

The date at which the Bulletin goes to press makes it impossible to include an account of the lecture by Dr. Marshall Perrin, to be delivered February 28, and that by Robert Frost, the poet and author of "North of Boston," who is to be at Bates, March 13.

THE STANTON CLUB

The annual meeting and banquet of the Stanton Club was held on Friday evening, February 4, 1916, in Rand Hall on the Bates campus. After a pleasant social hour in Fiske Room, the company adjourned to the gymnasium, where the banquet was served. One hundred and sixty-three Alumni and friends, the largest number ever present at a banquet of the club, sat down to the attractively laid tables. At the farther end of the room, before a table decorated with red carnations and the college garnet, sat Professor Stanton, the guest of honor, President Chase and several officers and guests of the club. During the banquet, music was furnished by the Girls' Mandolin Club.

President Jed F. Fanning acted as toastmaster and first presented Professor Stanton who responded with his characteristic modesty. He said that the love and honor of the Bates graduates meant to him more than he could express and assured them that they had over-valued him; altho he admitted that over-valuation was very pleasant.

President Chase next spoke of the growth of Bates during the years of Prof. Stanton's unfailing energy and optimism.

Mrs. Ethel Cummings Pierce then spoke upon the need of college women to be prepared for home-making, and showed that Bates is offering better courses in Household Economics and Home-making than many other Eastern colleges.

The next speaker, Mr. John L. Reade, particularly emphasized the great good which the Alumni could do if they would look better to the finances of the club.

Mr. O. B. Clason briefly called attention to the General Catalogue of Bates Graduates, which has just been published.

Clarence Quimby, '10, outlined the history of Delta Sigma Rho, the honorary Debating Fraternity which now has a chapter at Bates, and called attention to the wonderful debating record of Bates, 79 per cent. out of 37 debates.

The last speaker, Coach Purinton, spoke on military training in schools and colleges.

The banquet was voted a great success. Bates spirit and enthusiasm were continually present. Much credit for adding to the pleasure of the evening is due to the quartet of Bates students consisting of J. L. Sherman, '17, D. L. Quackenbush, '18, E. F. Upham, '17, and E. B. Renwick, '18, who rendered several vocal selections, and to Mr. Renwick, especially, for his admirable solo work.

It was voted at the business meeting to hold the next banquet on the college campus. The large attendance at this banquet was a source of much pleasure to those interested in Bates; and it is hoped that this opportunity of being on the college campus once during the year, besides at Commencement, will be a means of increasing the attendance of next year.

The following officers were elected for the ensuing year: President, John R. Dunton, '87, Belfast; vice-president, L. E. Moulton, '93, Auburn; secretary-treasurer, L. M. Sanborn, '92, Portland; executive committee, L. B. Costello, '98; E. V. Call, '00; Mrs. Ethel Cummings Pierce, '94; Mrs. Aletha Rollins Harms, '13 (all of Lewiston); Harold A. Allan, '06, Augusta; Raymond S. Oakes, '09, Portland; Miss Helen Vose, '13, Sabattus.

TWO NEW SCHOLARSHIPS

In January of this year a gift of \$1000 for the Washington Lafayette Cooper Scholarship was received by the Treasurer of Bates, through the generosity of Mrs. Sarah D. Cooper of New York. Bates is honored in being entrusted with the preservation of a name always honorable amid the cares and exigencies of a long and active business career.

Under the will of Mrs. Aurilla Carl Baker of Belfast, Maine, who died on February 26th, Bates is to receive a bequest of "\$2000 to establish a permanent scholarship in Bates College to be known as the Charles Baker Scholarship, endowed by Mrs. Aurilla Carl Baker in memory of her husband." Captain Charles Baker and Mrs. Baker were both almost lifelong and very intimate friends of President Chase and, like him, born in Unity, Maine. Captain Baker was one of the bravest men of his time. He was the soul of honor in business. He won distinction as a captain in the service of our country during the Civil War. No business man in Maine ever made more friends, or was the recipient of more confidences, than Captain Baker.

ACCOMMODATIONS FOR ALUMNI AND VISITORS

For some years members of the faculty, alumni, and friends of the College have felt the need for more adequate accommodations for the reception of visitors and the entertainment of alumni and guests. Lady visitors have found pleasant and convenient accommodations in Rand Hall, but no facilities have been available for men, except such as might be made possible through the hospitality of members of the faculty or of the student body. The result has been that many alumni have not visited Bates as often as they would have liked, while the institution has been the poorer because of this lack of relationship with its graduates.

While the whole matter has been often talked of, it has remained for some interested members of the faculty, within the last few months, actually to make a beginning in the direction of more adequate hospitality. Upon the recommendation of the faculty, the Executive Board of the Trustees approved the setting aside of a suite of three rooms, a reception room and two bedrooms, situated on the west corner of Roger Williams Hall, second floor, to be known as The Alumni Rooms. These have been tastefully decorated in brown tints and appropriately furnished. The Alumni Association of Bates College, through a special committee appointed last June at its annual meeting, has generously borne the expense of furnishing the rooms at a cost of nearly two hundred dollars. The reception room contains a large library and writing table, two rockers, and one reception chair, all in mission, fumed oak finish, a couch, draperies, art square, etc. Here an opportunity is given for committee meetings, the reception of visitors, writing, reading, etc. The bedrooms are furnished alike with two single, white iron beds, with good mattresses and National springs, chiffoniers, chairs, rugs, draperies, etc. All the rooms are attractively lighted.

There is still a need for pictures for the walls. The Class of 1912 is to give a picture of Bates' First Championship Track Team. It would be a splendid thing if other classes would contribute some group that is worthy of preservation in the memories of the College.

Accommodations can be given to six people. Until the proposed Bates House with its several suites of guest rooms is secured, it is expected that the Alumni Rooms in Roger Williams Hall will do much to increase the attachment of graduates to their college. The college at no small sacrifice has waived the income accruing from the rooms and the Alumni Association has donated the furnishings; but there is still a small, incidental ex-

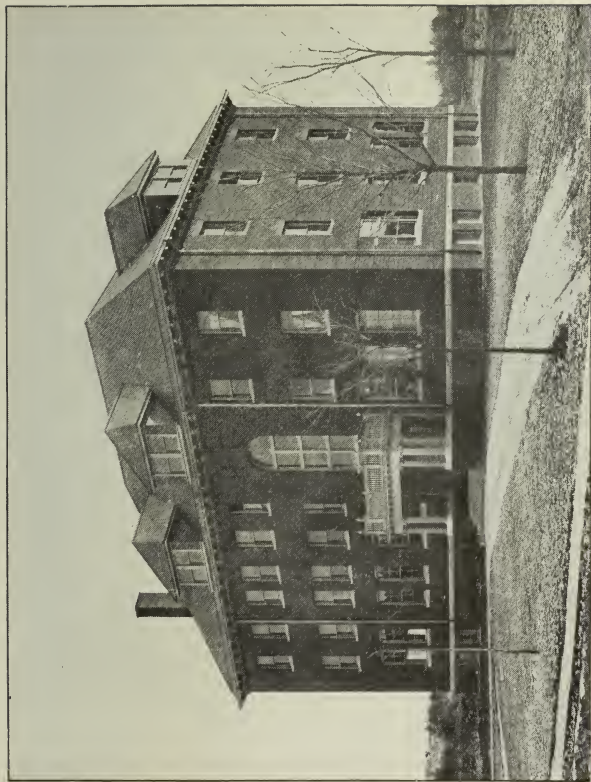
pense for laundry, service, supplies, etc. To meet this a nominal fee of ten cents per night is to be asked of occupants of the Rooms. Any alumnus of the college may avail himself of these new privileges by simply writing, telephoning or making personal application to the Secretary of the Young Men's Christian Association, Roger Williams Hall, who is to have the oversight of the suite. In his absence application may be made to the Superintendent of Grounds and Buildings, whose office is in the same building. In case an alumnus expects to visit his Alma Mater it is suggested that he make early application, as it will always be a case of "first come, first served," up to the capacity of the accommodations.

FRESHMAN AND SOPHOMORE DECLAMATIONS

The public speaking required of the two lower classes has shown the usual excellence that has marked the work of this department of our College for many years.

The prize division of the Sophomore class presented its program on Saturday afternoon, November 13, 1915. The judges awarded the prizes to Mark E. Stinson of East Boothbay and to Doris F. Ingersoll of Cumberland Mills.

The contest by the prize division of the Freshman class was held on the afternoon of Saturday, March 4, 1916. After long deliberation the committee of judges awarded the prizes to Albert F. Dolloff of New Hampton, N. H., and to Ada B. Kennan of Pittsfield.



Roger Williams Hall

COMMENCEMENT PLANS

The Commencement this year promises to be of great interest. The dates of the program, June 25, Baccalaureate Exercises; June 28, Commencement Day and President's Reception in the evening,—are, it is believed, more favorable for most Bates graduates than have been the dates for several years. It is hoped that the teachers interested in Bates Commencement will have completed their own engagements and be free to return to Alma Mater.

There will be very special features, including large class reunions; and a Greek play, "Iphigenia" presented in English, is, perhaps the most impressive and interesting that could be selected for the occasion. There will be an alumni musical service Sunday evening. Monday will be a day of interesting alumni features, with "Alumni Night" in the evening. Professor Stanton will take graduates out for an old-time bird walk Tuesday morning and breakfast will be served on the banks of the Androscoggin. Eminent speakers will be present at the Commencement Dinner. It is expected that an alumnus will preside at the Chapel organ during the week.

THE JOURNAL PRINTSHOP
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BATES COLLEGE

BULLETIN

Circular of Information



Fourteenth Series

Number 2

March 15, 1917

Lewiston, Maine

The Bulletin of Bates College is published by the College four times a year.

Entered at the Post Office at Lewiston, Maine, as second-class mail matter, under the provisions of the Act of July 16, 1894.

BATES COLLEGE
LEWISTON MAINE

Circular of Information

Commencement, Wednesday, June 27, 1917

Fall Term Begins, Thursday, September 20, 1917

GEORGE C. CHASE, D.D., LL.D., PRESIDENT

The Bates College Bulletin is issued quarterly in December, March, June, and September. Bulletin No. 1 takes the form of the regular College Catalogue. Bulletin No. 2 is usually a Circular of Information giving an account of the most important events of the preceding six months. Bulletin No. 3 emphasizes the plans for Commencement and the close of the College year; it often contains features similar to those found in the Circular of Information. The fourth Bulletin is the President's Report to the Board of Fellows and Overseers.

COMMENCEMENT WEEK

June 24-27, 1917

Monday, 3.30 P.M.—Baccalaureate Sermon by the President in College Chapel. 8.00 P.M.—Alumni Musical Service in College Chapel.

Tuesday, 9.00 A.M.—Reunions of Classes of '67, '72, '77, '82, '87, '92, '97, '02, '07, '12, at places and hours designated by the class secretaries. 2.30 P.M.—Annual Meeting of Delta Sigma Rho in Libbey Forum. 4.00 P.M.—Concert on David's Mountain and Reception to Graduates by Young Women of the College. 8.00 P.M.—Alumni Night, Fiske Room.

Wednesday, 6.30 A.M.—Bird Walk with Professor Stanton and Breakfast by the Androscoggin. 8.00 A.M.—The Annual Meeting of the College Club in Eurosophian Room. 9.00 A.M.—The Annual Meeting of the President and Trustees in Hathorn Hall. The Annual Meeting of the Alumnae Club in Polymnian Room. 2.30 P.M.—The Class Day Exercises of the Class of 1917 in Hathorn Hall. 8.00 P.M.—Illumination of College Campus. Senior Play: Medea (In English).

Thursday, 10.00 A.M.—The Fifty-first Annual Commencement in College Chapel, followed by the Commencement Dinner. 8.00 to 10.30 P.M.—Reception to the Graduating Class and their friends by the President in Fiske Room, Rand Hall.

COLLEGE CALENDAR

JUNE-DECEMBER, 1917

June 13—Junior Exhibition	Wednesday, 7.45 P.M.
June 14—Ivy Day	Thursday
June 15-22—Examination of College Classes	Friday-Friday
June 24—Baccalaureate Exercises	Sunday, 3.30 P.M.
June 25—Class Reunions	Monday, 9.00 A.M.
June 25—Alumni Night	Monday, 8.00 P.M.
June 26—Annual Meeting of the Corporation	Tuesday, 9.00 A.M.
June 26—Class Day Exercises	Tuesday, 2.30 P.M.
June 26—Annual Meeting of the Alumni	Tuesday, 7.30 P.M.
June 26—Illumination of College Campus	Tuesday, 7.45 P.M.
June 27—Commencement	Wednesday, 10.00 A.M.
June 27—President's Reception	Wednesday, 8.00 P.M.
September 18-19—Examinations for Admission to College,	
	Tuesday, Wednesday, 8.30 A.M., 1.30 P.M.
September 20—College Year Begins	Thursday
November 15—Tuition Due.	
November 1-9—Sophomore Preliminary Declamations	1.30 P.M.
November 11—Prize Division	2.00 P.M.
Thanksgiving Recess, from 12.00 M., November 28, to 12 M., December 3	
December 19—Christmas Vacation Begins	Wednesday, 12.00 M.

PHI BETA KAPPA AT BATES

The action, in September, 1916, of the Twelfth National Council of the Phi Beta Kappa Fraternity in granting a charter to Bates College is already familiar to the readers of the Bates Bulletin. The large number of letters of inquiry respecting this action received by the writer of this article show that its importance is not unappreciated by Bates men and women. When in 1864 Professor J. Y. Stanton first met a Freshman class at Bates, he said, "Our college is to have no secret fraternities. It is to be absolutely democratic. But, of course, we shall have in due time a chapter of Phi Beta Kappa, and the good scholars among you will be made members." Just what Phi Beta Kappa meant was an enigma to at least one Freshman at whom the good professor gave a kindly glance. But that it meant something of great moment to good scholars in his young college he never doubted and his heart burned with ill defined but fondly cherished hope. The fulfilment of the gracious prophecy has been long delayed, and in the fifty-two years since its utterance generations of good scholars at Bates have passed from her doors 'not having received the promise.' The fact was that in 1864 only nineteen colleges in our entire country had a chapter of Phi Beta Kappa. Professor Stanton was, as he always has been, an optimist. He felt that the standard of scholarship that he had set for Bates fully warranted his assurance. But the Phi Beta Kappa Fraternity, always conservative, was in its earlier history conservative to the extreme. In the one hundred years following the establishment of the first chapter at William and Mary, in 1776, charters had been granted to only 23 colleges. Bowdoin, receiving her charter in 1825, was the sixth college accorded this recognition, her predecessors being Yale, 1780, Harvard, 1781, Dartmouth, 1787, and Union, 1817. As colleges multiplied, naturally charters were granted more frequently. Yet when in 1896 Colby, the thirty-ninth institution to have a chapter of Phi Beta Kappa, received this recognition, she had been founded seventy-eight years. Williams, incorporated in 1793, was granted her chapter in 1864.

In fact, the age of a college has little or nothing to do with her receiving this distinction. Various factors combine to determine this. First of all a college must have such an appreciation of the importance

and value of a Phi Beta Kappa chapter that it will make every reasonable effort to secure one. Then it must have the endorsement of at least five other chapters, and always of any chapter or chapters within its own State. Finally and most imperative of all, it must prove first to the Senate and then to the National Council of the Phi Beta Kappa Fraternity that it is worthy of the recognition that it seeks.

The first of the three conditions named Bates was somewhat tardy in meeting. While from the beginning of her life insistent upon scholarship and eager for recognition as a college of high ideals, she did not till 1913 make a systematic effort to obtain a Phi Beta Kappa charter. Unfortunately she had not fully informed herself respecting the means to be taken for this, and so her request was not in form for consideration. The renewal of her effort in 1916 was made with a clear understanding of the steps to be taken; and when in March, 1916, she made her application to the Senate of the Fraternity, she had the strong endorsement of some of the leading universities of the country, including Harvard, Yale, Princeton, Western Reserve and Colorado, and of an adequate number of colleges, including Bowdoin, Colby, and Dartmouth. Particularly gratifying to her graduates and friends were the warm interest taken and the vigorous support given by Bowdoin and Colby. They could not have been more appreciative and friendly. Professor Black of Colby and Dean Sills and Professor Files of Bowdoin spoke for Bates with a generosity that she may well emulate in her relations with these sister Maine colleges. She had, also, the warm support of other institutions, Eastern and Western, and the President of Bates can never forget the courtesy and kindness shown him by the President and the Secretary of the National Council of the Phi Beta Kappa Fraternity. Of the thirteen perfected applications presented to the Senate, four, "after protracted scrutiny", received "favorable recommendation" to the Council. Bates was one of the four. With three upon which the Council of 1913 had deferred action, these four, making seven in all that had been recommended, came up for consideration, the Council having first voted to consider only those recommended by the Senate.

The Council by vote then granted charters as follows: to Randolph-Macon Woman's College, Lynchburg, Va.; Bates College, Lewiston, Maine; and Knox College, Galesburg, Ill. The other four, together with all applications that did not come before the Council because not recommended by the Senate, were allowed to lie over until 1919. There

were, when the Council met in September last, 86 colleges having a chapter of Phi Beta Kappa. There are in the United States 494 institutions ranked by the United States Department of Education as colleges.

It may be asked, "What does the granting of a chapter of Phi Beta Kappa mean as regards the college to which it is granted?" To this a Committee of the United Chapters replies, "Two diverse answers may fairly be made. The more recent practice of the fraternity suggests one answer: charters are granted to any college that applies and can show good and permanent intellectual standards and policy. A second answer would be: the admission of a college to Phi Beta Kappa means that it holds an exceptionally high rank among those institutions with which it may fairly be compared. Its position is much like that of the student elected to the society in comparison with the rest of his class. It means that the college belongs to a group of institutions distinguished for excellence and that the charter is conferred in recognition of that distinction."

"The committee believes that the latter answer should be the one consciously formulated by the society and unhesitatingly applied; that the effort of the Council should be to make the list of Phi Beta Kappa institutions a roll of institutional distinction for scholarship, that the tests applied should not concern so much the standing of the applicant as compared with other institutions to which charters have been granted, as whether the college has such intellectual and institutional standing that its admission will raise the average standard of our list and increase the prestige of the fraternity. * * * * *

"The quality necessary for Phi Beta Kappa is high rank and distinction in the class of colleges to which the institution belongs.

"The sole function of Phi Beta Kappa is to recognize distinction in scholarship and to strengthen its hold on undergraduate life. We should give a broad and liberal definition of scholarship and admit all of its forms; but we cannot fulfill our duty if we do not set a high standard for distinction. The privilege of **wearing** the key is a mark of distinguished personal excellence, granted only to a rigidly selected list of students in each institution. The privilege of **granting** the key should be given only to institutions that show a similar distinction."

The view respecting the qualifications required for membership of a college in the Phi Beta Kappa Fraternity has, therefore, been clearly stated by the committee from whose report the preceding quotation

has been taken. Evidently it was the acceptance of this view as a permanent policy that led to favorable action upon the application of Bates College for a charter.

The question now naturally arises, What should be the conditions for student membership in the chapter of a college? This, perhaps, cannot better be answered than in the language adopted in 1910 by the chapter of the University of Pennsylvania. "Since 1910 the electoral body has been guided by the following criteria. (1) Excellence of scholarship as determined by standing. (2) Promise and indication of creative ability as shown by scholastic work. (3) The breadth and culture of the studies pursued. (4) The use made of them in the intellectual activities of college life."

The candidate for membership, should, in other words, be a thoroughly educated man or woman. But what constitutes a thorough education? An excellent reply to this question was given by President Cowl- ing at the installation of a chapter in Carleton College. "We may say, then, in a final word, that education means this: That a man shall be able to make his living and take his place as a self supporting member of society; that he shall show the fruits of scholarship in his life,—openness of mind, breadth of outlook, independence, and poise and sanity of judgment, and finally that he shall be in perfect possession of himself, able to think clearly, to feel deeply, and to act with decision and courage, one in whose life the eternal principles of righteousness are recognized and obeyed, whose powers promote the public good, and whose purpose is part of the purpose of God."

The motive of Phi Beta Kappa has been admirably stated by Dean Edward A. Birge, LL. D., of the University of Wisconsin; "Phi Beta Kappa stands for that which is spiritual. It keeps the spiritual uppermost in a practical age, and will be a large factor in bringing about the backward swing of the pendulum."

Students and graduates of Bates will naturally ask, "When do undergraduates become eligible for membership in a chapter of Phi Beta Kappa?" In most colleges having chapters the custom is to nominate candidates for membership from the Senior class at least a month and not more than two months prior to their election. A few members of the Junior class are in most institutions elected at or somewhat before the close of the Junior year. There seems to be no uniformity of usage. As regards the number of undergraduates that may be elected, there is no definite rule. The larger the student body, the smaller the

percentage of men and women eligible. In some colleges students in the first fourth of the Senior class are eligible for nomination and from those nominated the elections are subsequently made. It is impossible at this writing to state just how these matters will be arranged at Bates. This cannot be done until a chapter has been installed. Then the chapter itself determines most of the details. The chapter, also, after being duly installed, may determine what honorary members may be elected from classes that have graduated. In some colleges honorary members have been elected from classes covering the entire history of the college. In others a certain period preceding the installation of the chapter has been made the limit for the election of honorary members. As regards Bates, these things cannot be dealt with until the Gamma Chapter of Maine has been duly installed. At this writing the date of installation has not been absolutely chosen. The 29th of May has been thought by those having the matter more immediately in charge to be a good date. The charter members of the chapter to be installed at Bates are, under the usages that govern such matters, members of the faculty already connected with chapters in other colleges. These, however, may associate with themselves as foundation members such representatives of the faculty as may seem fitting. The charter members and the foundation members make the nominations for undergraduate membership.

It is intended that the installation of the Gamma Chapter of Maine at Bates shall be an occasion of great interest to all the graduates, friends, and students of Bates, as well, perhaps, as to the public. There will be literary exercises and after the organization of the new chapter a banquet, followed by speaking in response to toasts. It is expected that distinguished representatives of the Phi Beta Kappa Fraternity will be in attendance from other colleges, and it is hoped that Professor Edwin A. Grosvenor, LL. D., of Amherst, President of the United Chapters of Phi Beta Kappa, will be in charge of the installation. It is hoped, also, that the Secretary of the United Chapters, Rev. Oscar M. Voorhees, D. D., of New York City, will be present. Doubtless, also, the Alpha of Maine, the Bowdoin Chapter, and the Beta of Maine, the Colby Chapter, will assist in the installation. Every endeavor will be made to have the exercises worthy of the character and aims of the Phi Beta Kappa Fraternity, which has, perhaps, fitly been called "the supreme court for standards of scholarship in America." A Phi Beta Kappa Chapter at Bates will, it is confidently believed, be

a powerful factor in the promotion of breadth and thoroughness of scholarship and in the maintenance of those intellectual and spiritual ideals for which all worthy colleges exist.

THE 1917 DAY OF PRAYER

The Challenge of the Present World Situation has bulked large in determining the emphasis given to the 1917 Day of Prayer for Schools and Colleges.

Seldom has it seemed more fitting that faculties, students, and college and university officers should observe such a lesson than in this year when all the world is aflame with hatred, sorrow and suffering. The call of the World's Student Christian Federation well states, "On the one side is danger to life and threatening disaster to the soul; on the other, high courage, devotion to duty, splendid enthusiasm for service. The destiny of many nations and the progress of humanity are involved in the issue of this conflict of forces. The outcome rests not alone with the participants, but the responsibility is shared by those, who, through active sympathy and earnest intercession, may uphold them in their time of fiery testing." Probably never before has there been such feeling of kinship on the part of the students of the United States with the other members of the Federation as now, when through prayer and sacrificial giving in the \$125,000 Friendship Fund they have entered in some small way into fellowship with them.

Bates was particularly judicious in her choice of a speaker for the public exercises on Thursday, January 25. Daniel A. Poling, LL. D., of Boston, is one of the country's strong leaders of men, particularly young men. He is a wonderful combination of youthfulness of spirit, and maturity of judgment and thought. His splendid physique, his excellent rich voice, his ready command of language, and, his direct and happy way of presenting his program, or message always gain for him a ready hearing and an active response of the will. His training and experience have been of a broad character calculated to give just the proper relation between theory and practice that convinces college people. His college years were spent in Oregon, his native state. He has since enjoyed varied experiences as a pastor, as the General Secretary of the Ohio Christian Endeavor Union, and as a



THE CHAPEL

leader in temperance and reform organizations. His present major work is that of Associate President of the United Society of Christian Endeavor and Vice-President of the World's Union. But he finds time to exercise large influence in the National Temperance Council of America, of which he is President, in the Anti-Saloon League and the Intercollegiate Prohibition Association, of both of which he is Vice-President, and in the temperance committee of the Commission on Federated Movements of the Federal Council of Churches, of which he is a member. He was the youngest man ever candidate for the governorship of Ohio, when in 1912 he raised the Prohibition party vote of that state 150 per cent.

In his two addresses at the College he brought the vision and message of Jesus Christ, so much needed in this time of the world's extreme need. Any casual visitor would have known, if he had heard only the words of the speaker, that Bates College, was actually participating in spirit as well as in form in the Day of Prayer.

Speaking on "The Challenge of the Kingdom," from the text, "Go preach, the Kingdom of Heaven is at hand," he said that it suggested a messenger, a message, and those addressed. The messenger spake as never man spake before. He had poise, was masterful, a practical man, a man's man. He was a mountain man for he knew what it was to be alone. He was a man with a personality. John's disciples left him for Jesus. He was always the master of the company in which he stood, yet he did not unduly present himself. His truth found a way because he was so masterful, yet he always stood, looked and walked a man. He was a man of passions and burning indignations, who even now stands to break evil barriers down.

The message concerned The Kingdom of Heaven which is a present tense kingdom, a kingdom of the today, in the now. Every problem, every evil troubles Christ. He is just as personal as when he spoke the words of the text. He speaks to us in our doubts and our misunderstandings. He knocks at the door of the heart, of the school, of the state. The Kingdom of Heaven is within us and must be first established in the heart. Obstacles standing in its way must first be removed. Indifference and unbelief must go. Dr. Floyd W. Tomkins of Philadelphia, a prominent Episcopalian clergyman, tells of his experience with a young man who came to his study confessing his loss of faith. Book after book was given the inquirer without beneficial results. Finally the rector said, "Shall we not pray about the matter?"

and soon the young man arose believing. Compassion and fire are needed in sweeping away indifference and unbelief. Naturally Dr. Poling maintained that the organized liquor traffic with all of its ramifications is one of the greatest foes to the advance of the Kingdom.

Jesus spoke his message to young men, humble men. He gave himself in death for them.

If you are a servant of the Kingdom you will not fail. His Kingdom succeeds only as we give Him ourselves. Other business is successful only as it aligns with His Kingdom. Do not be a Christian to escape something but to be something, to accept something.

The evening address, "The Mountain and the Plain," based on the Transfiguration experience of Jesus and His disciples, started out with the account of the speaker's vacation trip, with an old friend to the Cascade Mountains of Oregon. Like the men of old they said, "It is good for us to be here." A mountain is a lonely place. There are things in common that are desirable to be talked over away from the crowd. The best things are said by friends when others are not standing by. So is it with God's message. The grinding of the wheels shuts out the voice of God. A wide range of vision is possible from the mountain. Peter saw far on the heights of glory. It is dangerous, yes impossible, to have an idle mind. Prayer is not all petition. It is a practical grip on the eternal throne.

Yet there are no fish on the mountain. They are found in the valley. The mountain is not the place for a permanent dwelling. The valley of service lies before us tomorrow. The mountain was made for the plain, not the plain for the mountain. Every time we see a thing more clearly, then comes added responsibility. We find on the plain what we left behind, the unfinished tasks. The world requires that we finish up. So do business institutions and the church. College men who change courses at every turn face certain ruin. We find in the plain a reasonable service, not necessarily a successful service, but a dead-level best service. Many fail because they have not found something that calls out their best. There are no accidents as far as real achievements are concerned. A reasonable service is a joyous service. God expects that. It will be a triumphant service, although you may fail in the eyes of the world. "Be ye steadfast, unmovable, always abounding in the work of the Lord."

The College Choir under the direction of Mr. Edwin L. Goss, with Miss Cecilia Christensen at the organ, rendered effective service, with

special anthems and solos. Rev. Arthur DeWitt Paul, Rev. George E. Kinney and Rev. Herbert Tilden, D. D., assisted in the services. Professor W. H. Hartshorn, Acting President, presided. Simultaneous prayer meetings in preparation for the Day's exercises were held in the morning by the faculty, the men, and the women. A union meeting of the Christian Associations was conducted on the evening before by Professor Herbert R. Purinton. During the day Mr. Poling met in conference the Prohibition Committee of the Y. M. C. A. and counseled with them about the work of the Intercollegiate Prohibition Association.

The visit and stimulating addresses of Rev. President George E. Horr, D. D., of Newton Theological Institution, at vespers and in chapel in the early part of the week were also helpful elements in the cultivation of a spirit of inquiry and devotion.

CHENEY MEMORIAL AT WEST LEBANON

On Oct. 12, 1916, the 100th Anniversary of the birth of Oren Burbank Cheney was celebrated in the little town of West Lebanon, Maine. The exercises that beautiful day, held out of doors beneath the maples that Dr. Cheney himself had planted, will never be forgotten by the friends and relatives whose privilege it was to be present.

In 1848, Oren B. Cheney entered upon his first pastorate at West Lebanon, then a very small community with but one struggling church and no school. This was the scene of his first labors as a teacher, preacher and organizer and his was success from the beginning.

It was in loving memory of his efforts and of those men associated with him that the people of West Lebanon set apart this day to commemorate his 100th anniversary and the founding of their academy.

By noon of Oct. 12, many guests had increased the gathering at the school house, and dinner was served in the academy hall. Here old friends met old friends and a social hour was enjoyed by all. At two o'clock the company gathered on the academy lawn with Prof. H. S. Cowell, son of one of the original founders with Dr. Cheney, in charge of the exercises. Here a tablet on a massive boulder was unveiled

which bore the names of Oren Burbank Cheney, H. C. Cowell, and the original trustees of Lebanon Academy.

The exercises were then continued in the old church near the academy buildings where Dr. Cheney preached. A history of the work of the founders of the school and its development was given by one of the former residents of the town. Then followed speeches by Prof. H. S. Cowell, Hon. Elias Cheney, Dr. Cheney's only surviving brother, L. G. Jordan representing Bates College, and two of Dr. Cheney's grandsons, Herbert C. Swan and Oren C. Boothby of Boston.

Prof. Jonathan Y. Stanton, who was a boy of 12 years when Lebanon Academy was founded and who began his first studies under Dr. Cheney, was present at the exercises and gave interesting reminiscences.

"Lebanon Academy has been an inestimable blessing, not only to Lebanon, but to all the neighboring towns. Many are the young men who there received their first impulse towards a college education. In the few years during which Dr. Cheney resided in Lebanon, he did the work of a lifetime."

RICHARD P. BOOTHBY, '16.

CHENEY CENTENNIAL AT LEWISTON

The 100th anniversary of the birth of Oren Burbank Cheney, founder of Bates College and its first President was observed December tenth, Nineteen-sixteen in the College Chapel. The exercises were in connection with the Sunday afternoon vespers, and although of marked simplicity were of special interest to those who knew and loved Dr. Cheney.

The entire thought of the afternoon was planned in reference to the tastes of Dr. Cheney. The scripture reading was a passage from which he often preached, both as President of the College and in his work. The hymn was his favorite, and reminiscences of his life were the theme of the service.

A special musical programe was prepared by Mr. E. L. Goss, a personal friend of Dr. Cheney. "Abide With Me", the hymn at Dr. Cheney's funeral, was sung by the College Quartet. Mr. Earl Renwick gave as a vocal solo "In My Father's House"; and especially beautiful was the anthem sung by the choir, "Tarry With Me O My Saviour".

Rev. R. F. Johannott, of the Class of 1879, spoke on the Ascending Ideals of Life. His address was primarily to the young people of the college but in speaking of Dr. Cheney, he said: "Today marks the 100th anniversary of the birth of a man who had this understanding of personal honor to a high degree. I was privileged to be here under him, and it was an honor to receive my bachelor's degree from him."

Professor W. H. Hartshorn, before reading the scripture said in part; "This is the 100th anniversary of one to whose foresight, wisdom and persistency, we owe this college—Oren Burbank Cheney, without whom we should not have Bates College. Although this is not a formal service, it is fitting that we observe this centennial occasion." Dr. Hartshorn then read the fourth chapter of St. Mark.

Professor Lyman G. Jordan gave a few anecdotes from the life of President Cheney under the title of "Estimates of the Character and Work of Dr. Cheney". "President Oren B. Cheney was a great and good man, whom I knew and loved. I knew him during the last thirty years of his life, first, under him as a student then as an alumni member of the Board of Trustees, and finally as a member of the faculty of which he was the head."

Dr. Jordan then traced the life story of Dr. Cheney from his early struggle for an education till his graduation at Dartmouth in 1839. In concluding, Dr. Jordan said; "But not only here at Bates but everywhere he was distinctively an educator. If there were schools, he made them better. If there were no schools, he established them. Yet even more than an educator, more than a teacher, he was an organizer. To us, the great work he did was the establishment of Maine State Seminary and later of Bates College.

Only a few weeks before his death, he sat with me on the steps of Hedge Laboratory and talked of the future of Bates. He described the location of buildings, the growth of the college, the extent of the college's influence. As he talked, his face lighted up and I listened to him with rapt attention. It seemed as if I sat at the feet of one of the old Hebrew Prophets."

After Prof. Jordan's talk, Pres. Cheney's favorite hymn "How Firm a Foundation," was sung.

RICHARD P. BOOTHBY, '16.

THE CHENEY CLUB

The Bates Alumni Association of New Hampshire, known as the Cheney Club, held its fifteenth annual meeting and banquet at the Orrington, in Manchester, N. H., on Friday evening, November 24. Rev. F. M. Buker, president of the association acted as toastmaster. The Club entertained as its guest of honor Prof. W. H. Hartshorn, who gave an interesting report of current events at the College, and outlined the progress which Bates is making along various lines. Brief responses were made by a number of the alumni present.

At the business meeting the following officers were elected for the ensuing year: President, Dr. G. F. Garland, '90; vice-president, H. S. Roberts, '81; secretary-treasurer, Gulie A. Wyman, '11.

The graduates present were Mrs. Corinne Brown Ordway, '09, Mr. and Mrs. H. S. Roberts, Mr. C. P. Sanborn, '81, Mr. E. E. Sawyer, '88, Mr. and Mrs. F. B. Quincy, '11 and '12, Mr. C. H. Little, '84, Dr. G. F. Garland, '90, Miss Jessie H. Nettleton, '10, Prof. Edmund R. Angell, '73, Misses Hazel Currier and Edna Dyer, '13, Mr. F. S. Libby, '91, Mr. G. H. Libbey, '89, and Mrs. Libbey, F. M. Buker, '89, Mrs. Marion Ames Mooney, '04, Misses Annie S. Marston and Gulie A. Wyman, '11.

THE STANTON CLUB

On the evening of February 2, 1917, about one hundred and thirty-five members and friends of the Stanton Club gathered at Rand Hall on the Bates campus for the annual meeting and banquet of the organization. It was a source of much disappointment that Professor Stanton and President Chase were unable to be present but the gathering was, nevertheless, a memorable one; for Governor Carl E. Milliken, the first Bates alumnus to be governor of Maine, and Mrs. Milliken were honored guests.

Having enjoyed a pleasant social hour in Fiske Room, the company adjourned to the gymnasium which was attractively decorated with evergreens and the college garnet. After a delicious banquet had been

served by caterer Grant, Toastmaster John R. Dunton, with a few appropriate remarks, introduced Governor Milliken. Immediately, the guests were on their feet and three rousing cheers were given for the distinguished graduate.

After a few words of appreciation for Professor Stanton, Governor Milliken spoke feelingly of the challenge that comes to men and women alike in the grave situation that our country faces and the necessity of showing that we have at least learned the duty of abiding by the laws that govern us.

The next speaker was Rev. Israel Jordan who spoke of Professor Stanton's life exemplifying the close personal touch between teacher and student so desirable in college.

Hon. Frank A. Morey emphasized the friendliness of the beloved professor. He summed up his thoughts by giving a quotation of Charles Lamb, "I have a friend, a kindlier friend has no man."

Pres. Dunton then called upon Justice Spear who gave an appreciation of the unfailing loyalty and devotion of Pres. Chase thru all the years of his connection with Bates.

Altho Pres. Chase could not be present in person, it was pleasant to hear a few words of greeting from him thru a letter read by Mr. Dunton.

Prof. Geo. M. Chase mentioned some of the more intimate hopes and aspirations of Pres. Chase.

The next speaker, Miss Edna Cornforth, spoke on "Bates Traditions", and expressed the hope that sometime those traditions, trivial perhaps to outsiders, but dear to the hearts of Bates men and women, might be gathered into a little book.

The last speaker, Attorney A. S. Littlefield expressed the hope that Bates will remain a small college, the graduating class never exceeding one hundred.

The banquet was a great success; and, in spite of the frigidity of the atmosphere without, all was warmth and good fellowship within. The attendance did not quite reach that of last year, but the number was only slightly less and the banquet was equally as successful and inspiring as the preceding one.

Much credit is due to the Bates Quartet consisting of J. L. Sherman, '17, D. L. Quackenbush, '18, P. W. Lane, '17, and E. B. Renwick, '18, for several vocal selections rendered.



RAND HALL

The following officers were elected for the ensuing year: President, L. E. Moulton, '93, Auburn; Vice-President, L. M. Sanborn, '92, Portland; Secretary, R. S. Oakes, '09, Portland; Executive Committee, F. H. Thurston, '06, Lewiston; H. J. Chase, '91, Gardiner; Mrs. C. E. Milliken, '97, Augusta; Miss F. M. Lougee, '15, Lewiston; I. E. Lang, '02, Augusta; Miss A. J. Dinsmore, '08, Auburn; C. H. Abbott, '12, Hallowell.

ALETHA R. HARMS, '13

THE BATES KENNEBEC CLUB

The Bates Kennebec Club was formally organized on Wednesday evening, March 7, at the Augusta House, with a banquet at which fifty-two of the Bates family paid proper respects to the tempting viands. Superintendent H. J. Chase, '91, of Gardiner, was toast master. By a rising vote the secretary was directed to thank President Chase for his kind letter and convey to him the sympathy, affection, love, and loyal support in this time of his affliction of the Bates graduates present. The following officers were elected: President, Hon. A. M. Spear, '75, Gardiner; Vice-President, Ernest L. McLean, '02, Augusta; Secretary, E. Judson Hatch, '94, Augusta; Treasurer, Grace M. Lewis, '11, Gardiner; Executive Committee, Charles H. Abbott, '12, Hallowell; Mrs. Izora Shorey Allan, '08, Augusta; Charles K. Talbot, '15, Gardiner. This greeting from Mrs. Laura E. Richards (she received the degree of Litt. D. from Bates in 1914) was read:

A GREETING

All hail; and good luck to the Banquet of Bates!
Good luck to the goblets, the cups and the plates!
Be their contents so dainty, digestible, good,
That the feasters shall think it Olympian food,
And make to each other the wondering disclosure,
"Good gracious, my friend! we are eating ambrosia!"
But better by far than the choicest of cates,
All hail from my heart, to the Spirit of Bates!
The spirit of earnestness, vigor and youth,

The love of the noble, the quest of the truth,
The zeal never faltering, steadfast of will
That onward and upward is hastening still,
To help and to heal, to uplift and to guide,
Humanity's helper, whatever betide.
I cannot be with you, dear Neighbors, to-night,
The way, it is long, and the snow, it is white:
But could my good wishes but season your dishes,
You'd surely be having a feast of delight.
Once more, then, a greeting, to you who are young,
From me, whose old songs are—or ought to be—sung,
From autumn to spring, to bright May from November,
All hail to fair Bates from her

Absentee Member!

Other speakers were Professor W. H. Hartshorn, '86, George A. Hutchins, '99, M. Esther Wadsworth, '15, Hon. A. M. Spear, '75, Stanley R. Oldham, Principal of Maine Central Institute, and Governor Carl E. Milliken, '97.

THE ALUMNAE CLUB

The mid-winter meeting of the Alumnae Club was held in Fiske Room of Rand Hall the Saturday following Christmas with a good attendance. After a musical and literary program contributed by graduates, interesting reports of the newly organized branch associations were given. Miss Marion Coan gave a delightful account of a social gathering held at her apartment in New York City. Mrs. Florence Lowell Bean reported a gathering at Hotel Brunswick, Boston, with an attendance of nearly forty of the women graduates living in and around the city. Through this branch twenty new members have been added to the Alumnae Club. Mrs. R. R. N. Gould who was invited by the Portland Club to attend a luncheon at the Falmouth, reported a delightful meeting and much enthusiasm about the work of the Alumnae Club. This branch voted a gift of ten dollars to further the work of refurnishing the guest suite at Rand Hall. As Mrs.

Gould is on the committee from the Bates Needle Club she gave a report of the work being done with the money appropriated by the Alumnae Club last June. A new dresser, three chairs, a writing table, two new rugs, a drop lamp, couch cover and a few new pictures, and new window draperies, have been placed in the guest suite, making the rooms attractive and home-like. After the reports and letters were presented refreshments were served and a pleasant social hour was enjoyed by all. With seven hundred women graduates all enrolled in the Alumnae Club our work would be more than quadrupled. Action has already been taken to make all Bates women eligible to the Association of Intercollegiate Alumnae.

With branch organizations in Worcester, Providence, and Manchester, we feel that with the aid of our membership committee of which Mrs. Henry Hawkins is chairman, we are in a fair way to secure an effective working organization.

ETHEL C. PIERCE, '94, President

BATES COLLEGE: ITS ORIGIN, AIMS, AND GROWTH

When Bates received her charter, in 1864, the Free Baptists had no college definitely representing them except Hillsdale College in Michigan. Randall, his associates and successors were not ignorant men, but they had not been sufficiently impressed with the importance of an educated ministry. But in the fifth and sixth decades of the nineteenth century their strong men were becoming thoroughly awake to the embarrassments and losses that their people were suffering from a lack of thoroughly trained and educated leaders.

Maine State Seminary, out of which Bates College grew, was the result of this awakening. This new school should be the peer in every respect of the best secondary schools in New England, but dedicated primarily to the purpose of preparing their people worthily and effectively to present to their fellows that broad, vital, kindling Christianity whose meaning and value had been so deeply wrought into their experiences. With strenuous effort and glad self-denial they reared their school. It was to be their school and yet a school that should appeal to aspiring young men and young women of whatever



CAMPUS FROM MOUNT DAVID

creed and environment. There should be no trace of narrowness in its aims and its administration. Its charter was written by the grandfather of the present governor of Maine. "Not a line in it," said he, "shall be sectarian or even denominational." The school, God willing, should be dedicated to evangelical Christianity. It should be a school in which the prayer meeting and simple testimony to the love of Christ and to the duty and joy of Christian service should be as natural, central, and dominating as in the churches that were to give the new school its purpose and their unfailing support. It was planned upon broad lines and to a wonderful degree it was successful. It gained in a few years a name and a fame for scholarship, for good work, and for the delightful and inspiring fellowship of young men and young women from all parts of Maine, and even from other states, that it seems to me have not been paralleled in the history of any other secondary school in New England. And it was true to its supreme purpose. The school was so successful that in the mind of its principal, Oren B. Cheney, it soon grew into a college with a wider mission but with the same central purpose. And so Maine State Seminary in 1864 became, through its new charter, Bates College.

How did Bates College in its origin differ from other Eastern Colleges? Earnestly Christian as it was, it had no monopoly, or course, of religious life and enthusiasm. But it made certain practical applications of Christianity as interpreted by its founders that gave it a marked individual character. It was through and through democratic, Christianly democratic. Note the quality of its democracy. Women were to be admitted on the same terms with men. Color, creed, race, social distinctions were to be ignored. There were to be no cliques, no secret fraternities or clubs. There should be no hazing, no tolerance of what had become familiarly known as college vices, no use of intoxicants. The expenses were to be the lowest consistent with the purposes of a college. And every member of the faculty was to be an unequivocal disciple of Jesus Christ with a controlling conviction that his first duty as a Christian teacher was to form character, to aid in developing Christian men and women. The use of tobacco, though not prohibited, was to be discouraged. The men of the faculty were to set the example of abstinence. Prizes, honors, scholarships, student aid of whatever kind were to be conditioned on fidelity to the college ideals. And the religious life of the institution was to be so genial, so broad in its scope, that Protestants of whatever name,

Catholics, Hebrews, and creedless students, if worthy and earnest, should find themselves in an atmosphere of genuine freedom. Scholarship was, of course, to be demanded. Those who were to teach Bates students must be scholars. Their dogmas were inconsequent, provided they were living Christians, men who could pray. An agnostic, though a Ph. D. of rarest attainments and greatest reputation, was ineligible.

Although the Free Baptist people in establishing Bates College had perhaps as their primary purpose increased efficiency in their denominational work, they chose from the beginning the members of its faculty purely with reference to their individual fitness as Christian educators. Among the latest additions to her teaching force, are a Presbyterian, a Methodist, and a Congregationalist. Never perhaps has a college during her entire history had a more harmonious faculty. Not one of her teachers can justly be said to have endeavored to make Bates tributary to his own religious connections. All have loyally accepted and sought to maintain the ideals of the college; and to a high degree they have been successful in their efforts.

The presence of women at Bates, at first greeted with scorn, ridicule, and open antagonism, long ago was accepted as a part of her established policy. For years, although the number of women in attendance was small, it beyond question turned not a few young men to other institutions. Somewhat significant, also, is the fact that Bates has never been without negro students. The number has never been large, and but five are now enrolled. The total abstinence pledge, though encountering the derision of even good men who regarded it as narrow and ill according with the freedom sanctioned within limits more or less marked in every college in New England, has come to be a source of pride to nearly every Bates student. Not all Bates men have kept it. But the percentage of them addicted to the use of intoxicants, even the occasional use of them, has always been so small as scarcely to be recognizable. No man unable or unwilling to keep his pledge has, after a fair test of his purposes, been permitted to remain in the institution. And of the 2,106 graduates in 1916 (747 of them women) it is believed that not a dozen ever became even moderate drinkers.

As regards the use of tobacco, Bates cannot show results equally satisfactory. But there have been periods, not including the last twenty years, in which it was affirmed by students cognizant of the facts that there was not in the college a single user of the weed. In

the last twenty years the number has greatly increased. But a large majority of the young men still let it alone. Nor has Bates attained her aim in respect to hazing. The almost universal existence of this evil in our colleges has rendered it impossible wholly to prevent it at Bates. But seldom has it existed in its grosser forms; and the attitude of the student body is decidedly antagonistic to hazing in the usual meaning of the word. Bates has today no secret fraternities. There have been furtive attempts at times to introduce them. But the body of Bates men and women have been steadily loyal to the college standards; and it may honestly be said that nearly all of the Bates graduates, and, at the present time, of her students, take pride in the policy of their college as regards its social life.

This is simple, inexpensive, and wholesome. Never were the literary and scientific societies in a more healthy condition than in the present college year. They represent many student interests and include strictly literary organizations, debating clubs, and societies for the cultivation of skill in music, for the promotion of scientific study, the study of the drama, of original authorship, of civics, and of military science and history. The phenomenal, almost unique, record of Bates in intercollegiate debates may in good measure be attributed to the character and quality of her societies.

If the source of these distinctive ideals and usages of Bates be sought, the honest investigator will find it in her dominant religious spirit. Her students come from homes with and without religious influences. They come with varying standards of conduct and with varying degrees of moral perception and of character. But they have not been long in the institution before they say to themselves, as a young Catholic, after three years in his college said to me, "Bates has ideals." The struggle between good and evil is going on wherever men meet and mingle. It is going on at Bates and she does not escape the influences that lure young people from the right. But on the whole her struggle has yielded remarkable results. I quote from a letter of a Bates graduate of twenty years' standing and now a prominent educator. "Is it not fair to say that this brightest epoch in Maine's political history has its source in the same principles that have guided our course, the same principles upon which Bates is founded?" It cannot be questioned that the uncompromising position of Bates in regard to students' drinking habits and the influence that this has

had upon her young men, has much to do with the present moral awakening in our State. I have not space for details, but the influence of the college organizations, of the faculty committee on religious life, and the united efforts of all the members of the Bates faculty, are carrying practical Christianity to the hearts and lives of the students and to hundreds of homes, and I might say to thousands of people that might without their influence be left to moral decay.

Thus far I have dwelt upon the intellectual and spiritual forces that have shaped the history of Bates. I might name some of the outward results. Founded by a humble religious body, with the most scanty means for endowing their college, Bates through the breadth of her appeal, the practical nature of her aims, and the opportunity that she has afforded to hundreds of young men and young women that without her might never have had a college home, has slowly, very slowly gained the confidence and won the sympathy of good men and good women of all creeds. As results I may mention her steadily growing endowment, now approaching nearly \$1,000,000; her unusually beautiful and commodious new buildings; her library of nearly 42,000 volumes; her campus at length revealing its possibilities of attractiveness and showing the happy results of the care of a superintendent of grounds and buildings; her laboratories better and better equipped each year; and most important of all, her faculty. Her officers of instruction and government now number 38—four of them added this year. Little, very little comparatively speaking, of the material resources of Bates have come to her directly from Free Baptists. She has received generous aid from Presbyterians, Congregationalists, Episcopalians; also from Unitarians, Universalists, Methodists, and from Friends. From single families of some of these denominations she has received from \$40,000 to \$150,000. She is largely indebted to the man whose name she bears; to Mr. Carnegie for \$100,000; to Mr. David D. Stewart (representing his brother and himself) for \$50,000; and to the late Bartlett Doe of San Francisco for \$50,000. For hundreds of thousands of dollars she is indebted to those whose gifts have covered a scale from one dollar to twenty thousand dollars.

Slowly, very slowly, and with most painful efforts have her resources been gathered. Patiently, most patiently, have her faculty wrought, often with boundless self denial. Loyal have her graduates come to her aid. Few of them have attained wealth. Between 700 and 800 of them are women whose circumstances forbid any large re-

turn to Alma Mater in money. The writer knows personally every graduate of Bates, and it is his belief that not a half dozen of them have amassed a hundred thousand dollars each. Her alumni have been too busy to make money. 43 out of every 100 have become educators and their rank is such as to need no comment here. They have justified the hope of her founders that Bates might send out ministers and earnest Christian laymen. The graduate missionaries of Bates may be found in India, China, Japan, Turkey, Africa, Brazil. Some of her most earnest sons and daughters are engaged in Y. M. C. A. work, in social service, and in home missionary endeavors in the pioneer and desolate communities of our own country. Her alumni are winning place and power in all the learned professions and in the civil and political life of our time. These are her vindication.

The catalogue of Bates recently issued shows that she has 486 students, the largest number in her history—282 of these are men and 204, women.

Since the present financial year opened, a little more than \$33,000 has been added to endowment, and \$91,000 has been pledged for the building of a Bates Union for men, with accommodations for her Y. M. C. A. work and the various literary, scientific, musical, student and athletic organizations. She needs an immediate addition to her resources of \$500,000; for her devoted professors are ill paid, the maximum salary being \$2,000, but some of them serving for much less than this amount. She is engaged in an effort to avert a deficit for the present college year of \$20,000, and has thus far secured toward this amount a little more than \$2,000. Not one of her cultured professors employs a domestic,—the refined, noble, and devoted wives caring for their own households.

Should this article meet the eye of a man or woman to whom the spirit and the work of Bates shall appeal, may the result be in some way, by word or deed, the strengthening of this Maine college for her work.

LECTURES OF THE PAST SEASON

The most important lecture given at Bates thus far this year was by one of our own graduates, Herbert B. Davis, Ph. D., of the Pittsburg Training School for Teachers, on the evening of Friday, November 17. Dr. Davis' address was upon the subject "Individuation", and aimed to present the importance in teaching of the proper recognition

of the individuality of pupils. In his opening words, the speaker pleasantly alluded to his student days at Bates, and paid tributes to his old teachers, especially to Professor Stanton. Recognition of individuality, said Dr. Davis, must be based upon analysis of character



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and aptitudes. Pupils should endeavor to understand themselves, and teachers should seek to discover the true bent of their pupils' nature and their possibilities. Impressively Dr. Davis showed how the multitudinous strains of ancestry complicate the character of the individual. He also emphasized the disastrous effect frequently wrought by incidents which check and discourage the normal development of the pupil. He believes that in 99 per cent of the cases where pupils do not progress in school, it is the teacher who is at fault.

Dr. Davis advocates a wide range of election in High School studies, so that pupils may have an opportunity to discover their aptitudes.

In colleges, on the contrary, he believes in sufficient restriction of freedom in choices so that students may be assured a broad culture.

Our students were much interested in Dr. Davis' address, and were glad to have the opportunity of having a Bates man who is doing so much for education.

On January 29, Dr. James L. Tryon lectured in the new Chapel on "The Parliament of Man." Dr. Tryon, who is known throughout the country as an earnest worker for peace among the nations, has previously spoken at Bates. His recent lecture was an account of the plans and organizations which have developed during the last century, looking toward the substitution of arbitration for war in settling national disputes. The presentation was clear and interesting, and the lecture was illustrated with numerous views of men eminent in the cause of peace, gatherings of international congresses, and buildings such as the Peace Palace at the Hague.

Friday evening, February 16, Rev. George E. Stevenson, Chaplain of the United States battleship Virginia, lectured on the trip of the battle fleet around the world. He gave a vivid picture of the incidents of the voyage, and of the warm welcome with which our ships were greeted in many countries. He spoke with enthusiasm of the patriotism and the high character of our sailors and marines. The lecture was illustrated by a map of the route taken by the fleet, and by two hundred excellent stereopticon views.

BATES MUSICAL CLUBS

The Bates Musical Clubs have enjoyed an unusual season of success. Their trip taken during the winter holidays covered eleven towns and cities. Their personnel of twenty-eight men was the largest ever taken on a tour of such extended length.

Manager R. B. Fiske, '17, arranged an excellent route and included a large territory where Bates could be advertised to best advantage. The first concert was given on the 26th of December at Portsmouth, N. H. The audience of 400 gave the Bates boys a warm welcome. Kennebunkport is an old stamping ground for Garnet musical clubs and naturally the welcome received there was very warm. Beek, '14,

and Lane, '12, Principal of Kennebunkport High School, were present. At Biddeford the boys did their best up to that time. "Pidgeon" '15 arranged the concert and had a large number of Bates graduates on hand. Cumberland was the next and offered the boys a frigid reception—frigid in respect to the weather. Despite the cold their Grange Hall was filled with the majority of their townspeople. In Dover a banquet was enjoyed after the concert. J. L. Sherman, '17, P. W. Lane, '17 and Prof. Hertell gave talks of especial interest to prospective students. At Topsfield, Mass., Manager Fiske's home, the house was filled by a critical audience that had heard four Massachusetts College Glee Clubs. The general comment following the program seemed to be "Bates is the best yet."

Stoneham usually turns out the best of all audiences. They looked for movement and enthusiasm and they got it. Principal Emerson said that the concert was as good as, if not better than, the one given by Bates men in 1912, which he had thought the best he had ever heard. Friday afternoon the boys took a trip to the Sunday Tabernacle in Boston. Rodeheever gave them a warm greeting and wanted a song. The quartet climbed the rostrum and gave a selection. The audience applauded heartily until "Billy's" musical director suggested that the whole glee club sing something—which they did. Some of the boys were a bit uneasy looking into the faces of that vast audience, but they did a clean-cut, impressive piece of work and brought attention to their Alma Mater. With Woburn giving the clubs their biggest audience and most satisfying of receptions and with the Gorham Normal a huge success, the boys gladly boarded the interurban for Lewiston.

Bacon and his readings, the quartet, and Renwick's solos, seemed to be especially popular. The new Bates Color March written and composed by the two leaders, G. T. Pendelow and P. W. Lane, met with considerable success. It was an important addition to the program in the opinion of all who heard it. Several inquiries have been made as to the possibility of buying a copy. Neither of its composers is able to go to the expense of printing and copyrighting the selection. In the absence of any financial provision for such music Bates songs do not increase. Bates needs new, stirring college music. It seems unfortunate that such an excellent composition as the Bates Color March must end its career so abruptly.

The work of the Glee and Mandolin Clubs was remarkable for a college of the size of Bates. Of the instruction of Mr. E. L. Goss, coach

of the Glee Club, it is difficult to speak too warmly. Mr. P. W. Lane, '17, leader of the club, was given the most harmonious support. All worked with enthusiasm to assure Bates the best glee club she ever had. The mandolin club under the leadership of S. T. Pendelow, '17, was up to standard. It is hoped that this club may increase its number next season with the introduction of a few more instruments, such as a cello, drums, violin, and flute. There are, as yet, no definite plans concerning further concerts. There will be short trips, however, and probably a local concert. The following is a list of places at which concerts were given by the combined clubs:

Lisbon Falls
Portsmouth, N. H.
Kennebunkport
Biddeford
Cumberland
Waterboro
Dover, N. H.
Topsfield, Mass.
Saugus, Mass.
Stoneham, Mass.
Woburn, Mass.
Gorham Normal School

The quartet, in addition, has appeared in the following places:

Rumford Falls
Gardiner
Sabattus
Congregational Church of Lewiston
Lisbon Falls

PERLEY W. LANE, '17.

THE MACFARLANE RECITALS

The present year has seen not only the largest choir since its organization about three years ago, but also the best. Under the continued leadership of Mr. E. L. Goss, it has developed into a strong and harmonious body of singers, who, besides their assistance at the daily chapel exercises, have contributed much to the high character of other religious services held from time to time at the college. At

present the rehearsals are largely devoted to the practice of music to be rendered with the assistance of some outside talent at a concert to be given soon after the Easter recess. An opportunity will thus be afforded to hear the choir in other than strictly sacred music.

Of particular interest and enjoyment have been lecture recitals given on January 10, February 12, and March 2, by Mr. Will C. Macfarlane, Municipal Organist of Portland. These recitals offered splendid programs, faultlessly executed and highly instructive. The aim of Mr. Macfarlane was to educate his audience to an appreciation of certain types of organ music as exemplified by composers of different nationalities. With this purpose he played selections from representations of the German, English, French and American Schools, including Bach, Beethoven, Mendelsohn, Wolstenholme, DuBois, Guilmant, Widor, MacDowell, Arthur Foot, and Diggle.

The third recital illustrated the development and place of the folksong in music and comprised the following program:

Sonata No. VI. Mendelsohn
 Largo "From the New World"...Symphony...Dvorak
 Symphonic Tone Poem.....Finlandia.....Sibelius
 From the Southland.....Gaul
 Scotch Fantasia.....Macfarlane

That students, for whose benefit primarily these recitals were given, as well as many towns people, enjoyed to the full this opportunity of hearing a masterplayer's interpretation of some of the principal works of well known composers, was evidenced by the large and thoughtful audiences that gathered in increasing numbers on the successive evenings. The Faculty and the student body are sincerely grateful to Mr. Macfarlane for the magnificent service rendered so generously and unstintedly. Assurance has been given that similar recitals may be expected annually. Bates has a warm friend in Mr. Macfarlane. Her attempt in 1915 to honor him has brought signal honor to herself.

THE PHILHELLENIC CLUB

The youngest of the Bates literary organizations is the Philhellenic Club, organized in the spring of 1916 and made up of students interested in the Greek language and literature. The Club now numbers about twenty-five student members, in addition to several honorary mem-

bers. The meetings are held monthly. The programs are made up of papers and readings by the members, with occasionally an address by an invited speaker. On the evening of January 13 members of the Club gave a performance of the *Alcestis* of Euripides, in Professor Murray's English version, before an appreciative audience of students and citizens. At the February meeting the members of the Club were entertained by Professor and Mrs. Chase. An address on Greek Sculpture by Dr. Britan was followed by athletic contests between members who posed as representatives of Athens and Sparta. It is planned to celebrate the annual meeting of the Club in April by a dinner, which is to reproduce as far as possible an old Greek symposium. In spite of its recent origin, the Philhellenic Club is already filling an active and helpful place in the life of Bates.

BATES COLLEGE UNION

For several years the President of Bates in his annual reports to the Trustees of the College has emphasized as one of the greatest and most urgent needs of the institution a Bates College House for the young men of the college—a building in its general character and purposes similar to the Harvard Union, the Dartmouth Union, and the Brown Union, but having in addition uses dictated by conditions peculiar to Bates. Like the Union buildings of the colleges just named, the Bates House should be a social center for the young men of the college—a genuine home affording needed relief from the dreary monotony of life in their crowded, meagerly furnished, and inevitably noisy dormitories, and giving opportunities for rest, recreation, quiet reading, cultivation of college friendships, and a genial hospitality to visiting relatives, guests from other colleges, and from preparatory schools. How welcome and helpful such a building would be to Bates men, her alumni and undergraduates, familiar as they are with the embarrassments, humiliations, and discouragements imposed by existing conditions, can fully understand. Under these conditions the loneliness, unrest, and vague yet persistent longings of college boys away from home and its cherished associations are not unlike those of untried youth amid the heedless throngs of a strange city. Class rooms, laboratories, libraries—all that the routine of college life offers—do not suf-

fice. There is a craving for escape from home-sickness, ennui, and the dull continuity of schedules. Students thus disturbed are tempted to resort to such amusements and associations as their environment may offer without regard to their quality and to seek outside the college campus sensations and excitements that may "drive dull care away."



CARNEGIE HALL

Lewiston, like all large manufacturing communities, abounds in entertainments and influences that can not be pronounced wholesome and uplifting. It is to the credit of Bates that she has been successful in large measure in holding her students unharmed amid surroundings so dangerously alluring to susceptible youth. But the strain upon her resources is great and she sorely needs to afford upon her own grounds such healthful and satisfying enjoyments as will make the college more attractive than the town. A Bates College Union for her young men will go far toward assuring this result.

Especially contributory to this end would be the ample accommodations that the Union would afford for the religious, literary, musical, linguistic, dramatic, civic, military, and athletic organizations that now find themselves "cribbed, cabined, and confined" by the limited space and scanty equipment afforded them. The Bates Y. M. C. A. is pronounced by the International Secretaries visiting the college one of the most enthusiastic, efficient, and well directed associations of its kind in our country. The proposed building would ensure to it adequate rooms for offices, committees, and classes, and would enable it to get in closer touch, by bringing them to the college when desirable, with those citizens of Lewiston that by reason of their antecedents, their limited means, and their need of contact with wholesome American life cannot attain that mental and spiritual development which many of them crave. For years the Bates Y. M. C. A. has been ministering to the less favored in the population of our two cities, particularly to many of foreign birth or extraction. It has maintained classes for them in their own districts and neighborhoods, but has been unable to welcome them to the college and to interest them in its work on account of its own lack of suitable rooms.

To all the other recognized college organizations now conducted by the young men the Union would afford similar advantages. The plans for the building include an auditorium for public exercises, and so would permit the presentation of dramas and gatherings of students for literary exercises and for meetings in which the varied interests of the young men would be discussed with enthusiasm and yet with propriety and good order. It is hoped that the auditorium would be large enough for Ivy Day and Class Day exercises and for all those occasions that call out the entire student body and invite the presence of friends and of citizens. All Bates people are painfully aware of the unhappy and embarrassing conditions from which many of these functions suffer when held in the assembly room (the old chapel) of Hathorn Hall, the only place now available for them.

The plan of the building includes, also, rooms for quiet games such as are found in the Y. M. C. A. buildings of many of our cities.

Another need that it is hoped the Union will in part, at least, meet is that of additional dormitory accommodations. As in a similar building at Oberlin there would be, if the money at command will permit, rooms for a limited number of the young men, the officers and leaders of the different college organizations having the first claim

upon these rooms. They would thus be brought into more direct and convenient relation with the various college interests that they seek to serve. It is hoped and believed that there will also be rooms available for returning graduates at Commencement and at other times, and for the numerous guests that with present limitations it is found so difficult to receive with due regard for comfort and enjoyment. Thus, also, would in part, at least, be met the immediate and imperative demand for additional student rooms upon the campus. The corresponding building at Oberlin College is under the direction of a board made up of students representing the different college societies, of alumni representatives, and of a few members of the faculty. To this end a suitable constitution similar in its purpose to that of our present Student Council would be framed and adopted.

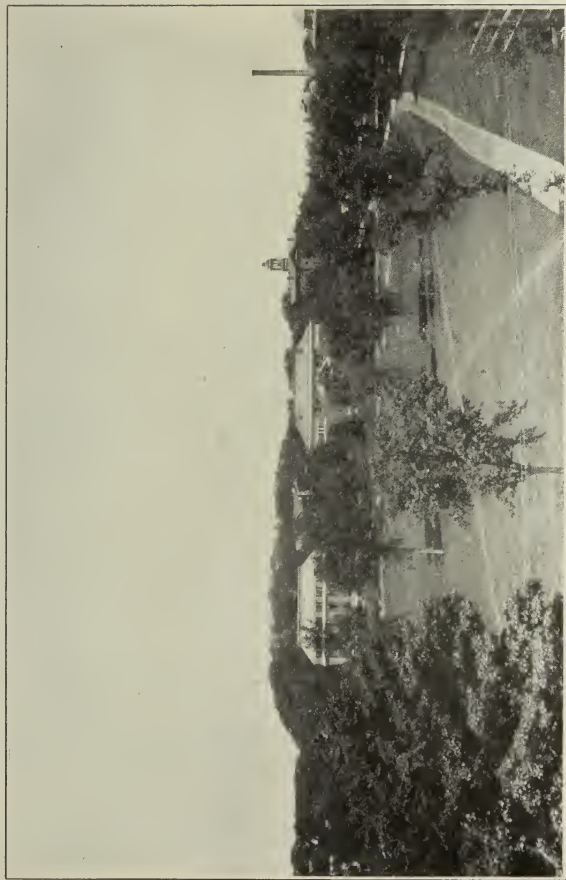
The cost of the proposed building is set at \$100,000. Of this amount the President has substantial subscriptions aggregating \$91,000. He is confident that with such a renewal of health as will permit him to present the importance of the building to friends of Bates, he will soon be able to report the entire amount subscribed. Messrs. Coolidge and Carlson, of Boston, to whose skill, judgment, and taste we are indebted for the beauty and dignity of our Chapel, are now preparing plans for the building; and there is good reason to hope that it will be ready for occupancy by September, 1918.

The site for the Bates College Union will be that selected for it by our landscape architect, Mr. John Nolen of Cambridge.—just south or southwest of Garcelon Field, and parallel with Central Avenue at about an equal distance from Garcelon Field and Campus Avenue.

FINANCES OF BATES

For more than two decades there has been a steady annual increase in the resources of Bates. The present year will be no exception. Gifts to the college since the last report of its Treasurer, under date of May 31, 1916, aggregate more than \$32,000. These gifts include the Lorenzo Gilman Howe Fund of \$2,000 presented by Mr. John W. Farwell, of Boston, with the provision that the income be loaned to needy students at the discretion of the President of the College; the Sarah C. Gower Scholarship Fund of \$2,000, received in August last

from the executor of Mrs. Gower's estate; the Charles Baker Scholarship of \$2,000 (\$1,600 received, the remaining \$400 soon to be paid) established under the will of the late Mrs. Aurilla C. Baker, of Belfast, Maine; the Mary Rhoda Emery Scholarship of \$1,000, endowed by the late Mrs. Ella Rhoda Emery, of Los Angeles, California, in memory of her daughter, for the benefit of a deserving woman student; the Grenville Pike Emery Scholarship of \$1,000, endowed by Grenville C. Emery, Bates '68, in memory of his son, for the benefit of a worthy young man; and the Annie B. Prouty Scholarship of \$1,000, endowed by Miss Prouty of Somersworth, N. H. In addition there has been received from the estate of the late Horace W. Berry, of Boston, \$11,859.45. It may be remembered that Mr. Berry, who was well known by the students at Bates, by his frequent visits to the college and by his gifts of numerous pianos as well as of fully \$10,000 for various needs of the college, including a large contribution for the library, had made provision in his will for a bequest of \$25,000 to Bates. A long illness of Mr. Berry and his withdrawal from business while subjected to heavy expenses compelled the executor to reduce all of Mr. Berry's numerous bequests to amounts warranted by the resources found still available. It is probable that about \$1,000 more may be paid to the college from Mr. Berry's estate. Finally, through the generosity of Mrs. John S. Kennedy and Mrs. A. F. Schaufler, of New York, and of Mr. Hugh J. Chisholm, of New York, the \$11,550 required to complete the \$50,000 for the endowment of a Professorship of Education has been received,—Mrs. Kennedy and Mrs. Schaufler contributing \$6,550, and Mr. Chisholm, \$5,000. Mr. Chisholm's subscription of \$5,000 was the initial one toward the establishment of the professorship, and Mrs. Kennedy had previously given \$10,000 for the same purpose. The gifts of these ladies in November last were unsolicited and were, therefore, a joy and a surprise that the President of Bates has not yet ceased to feel. The gifts of these ladies to Bates have now aggregated nearly \$30,000. These gifts have been unusually cheering on account of the hard financial conditions to which Bates finds herself subjected during the present college year—conditions that have threatened a deficit of nearly \$20,000 from the increase in current expenses. This increase has been due to various causes, including additions to salaries made necessary by the startling increase in the cost of living and the additions to the teaching staff of the college and by the large amount required for the important improvements made in John Bertram Hall and for



CAMPUS FROM JOHN BERTRAM HALL

other improvements required by a proper care of our grounds and buildings. The cost of improvements in grounds and buildings might, perhaps, fitly be set down as adding to the value of our plant and, therefore, not properly increasing the deficit. It is better, however, if possible, to provide for all such improvements with money in hand and so the President has been eager to raise \$20,000 in order to assure a satisfactory balance of the Treasurer's accounts at the close, on May 31st, of the financial year. He has obtained of this amount between \$2,000 and \$3,000, through the gifts of graduates and friends for this purpose, and he hopes that the condition of his health will soon be such that he may address himself actively to the work of obtaining contributions towards meeting the expenses of the year. Any aid in this direction from alumni and friends of Bates under whose eyes these sentences may fall will be timely and will be warmly appreciated.

Before the close of the financial year it is possible that there may be further receipts by the College Treasurer from bequests. Under the will of the late Marion Douglass, Bates 1876, Bates was to receive \$10,000. It is anticipated that this bequest may soon be paid. Under the will, also, of the late Hon. Oromandel Smith, of Litchfield, Maine, a substantial amount (the precise sum not yet fully known) will soon be available. Further, under the will of Mrs. H. Alice Closson, who died at her home in Boston on January 5th, 1917, Bates will receive the net income, payable semi-annually, of about \$12,000. This income is to be used to assist worthy students in the College, preference to be given to students from Hancock County, Maine. Mrs. Closson was a warm friend of Bates and had twice visited the College. Her interest in the institution had been awakened by her friend, Frederick M. Swan, Bates, 1904. Mr. Swan is the executor of her will.

Doubtless most of the readers of this bulletin have learned of the generous bequest of \$10,000 by the late Cryus Greeley of Lewiston for the aid of needy and worthy students at Bates, such students from Lewiston to have a preference.

The warm interest of alumni in their Alma Mater is especially cheering. Letters recently received by the President from Bates graduates show that they are becoming increasingly alive to her welfare.

There is urgent need of additional endowment to the amount of \$500,000. The President feels assured that with the cooperation of Trustees and Graduates this amount may, within reasonable time,

be secured, and that a gymnasium for the young men and much needed facilities and accommodations for the young women should be objects for united and persistent effort.

THE HATCH SCHOLARSHIP

Rev. E. Judson Hatch, Bates '94, is engaged in a unique as well as a very loyal effort. He is endeavoring to secure from members of the Hatch family and from others interested, the sum of \$1,000 for the endowment of a scholarship. He has made an auspicious beginning, having secured for the purpose \$56, now upon interest.

FRESHMAN AND SOPHOMORE DECLAMATIONS

The public speaking required of the two lower classes has shown the usual excellence that has marked the work of this department of our College for many years.

The prize division of the Sophomore class presented its program on Saturday afternoon, November 11, 1916. The judges awarded the prizes to Paul S. Baldwin of Stafford Springs, Conn., and to Vida E. Stevens of Stoneham, Mass.

The contest by the prize division of the Freshman class was held on the afternoon of Saturday, March 3, 1917. After long deliberation the committee of judges awarded the prizes to Frank L. I. Jenkins of Far Rockaway, N. Y., and to Mary J. Hamilton of Lewiston.

ATHLETIC NOTES

The athletic activities of the fall and winter have presented some interesting features. The football season was somewhat more successful, all things considered, than in recent years. The general facts are too well known to need repetition at this time.

During the fall the eastern side of Garcelon Field, on Central Avenue, was enclosed by a substantial iron picket fence, replacing the nearly prostrate board fence that has so well served its purpose. The

new fence cost about \$2,000, which owing to increased cost of materials, is \$500 more than the side erected on Bardwell Street. Canvas is stretched the length of the picket fences during games to which admission is charged. Thick hedges, which will eventually be dense enough to screen the athletic field, will be planted inside the fences. As yet no definite plans have been made for fencing the two ends of the field.



GARCELON FIELD

Coach Ryan of the track department has been as active and enthusiastic as could be wished. Interest in the fall work centered about the cross country team, which took second place in the State meet held in Lewiston, and gave a good account of itself in the New England meet at Boston.

A new cinder track is being laid on the athletic field at a cost of about \$600. This track was begun in the fall under the supervision of "Sparrow" Robinson of New York, an expert in this line of work. The

track, when completed in the early spring, will give Bates the best track in Maine and one of the three fastest tracks in New England.

The winter has seen the establishment of a new, invigorating, and welcome sport on our campus. The several acres of low land north of Parker Hall have been flooded and have furnished an ideal opportunity for skating. In order that the snow might be removed from at least a portion of this surface, a Hockey Association has been formed with small membership fee. A hockey rink has been made and the Bates Hockey Seven has brought credit to the College in its games with Bowdoin and Maine, and with teams from Lewiston, Auburn and Portland. The hockey field and skating rink are known as "Lake Andrews" in recognition of Superintendent Andrews, whose untiring efforts have made these opportunities possible for the students. The rink has been well lighted, and evening skating has been permitted to the students and townspeople. The two Christian Associations held an Ice Carnival on the evening of February 22 to raise money for the Northfield and Silver Bay funds.

Wrestling has sprung into favor with the men of the College during the past two years. Interest in this vigorous sport has been aroused largely through the efforts of Adam, '19, born in Hanover, Germany. He had had no little experience in the exercise both at home and among the soldiers at Fort McKinley, and has found little difficulty in developing a squad that have trained faithfully. A room, suitable for training and exercise, has been fitted up in the gymnasium. Bates was represented at the New England meet in 1916 and was conspicuous for the excellent work of her representatives. Captain Adam and three other students were entered in the meet held in Boston, March 3, and again upheld the good name of Bates for honest and vigorous sportsmanship.

The annual Indoor Meet was held in Lewiston City Hall on Wednesday evening, March 7. Under the guidance of Coach Ryan the meet was a great success, and the interesting events were run off in good order and without delay.

COMMENCEMENT PLANS

The coming commencement will offer certain features of peculiar interest to the returning graduates. The year 1917 marks the fiftieth anniversary of the first class graduated from Bates. Of that class of eight members, three are living, and all three hope to return to Alma Mater and celebrate their "semi-centennial." One of the three has expressed his intention to be present, although his home is now two thousand miles distant from Lewiston. The class of '97 intends to feature its twentieth anniversary and pay due respect to one of its members, Carl E. Milliken, the first Bates graduate to occupy the governor's chair in Maine. The "anniversary" classes from '67 to '97 are organizing and planning to offer study competition for the honor of carrying the "Commencement Trophy" in the dinner procession.

The following enthusiastic note comes from the president of 1902; "Place your last "kopeck" on the return of 1902, and don't look for any Rip Van Winkles. Our brave little band is coming to chase the demon of gloom into the Androscoggin River and to demonstrate that Ponce de Leon was right after all." Who will accept the above hearty challenge?

The committee from 1907 has been heard from and announces that plans are maturing.

The following from 1912 speaks for itself; "The Class of 1912 expects to be heard from at the 1917 Commencement as this is its Fifth Reunion, not its first; for the class has met each year since graduation. A special committee consisting of F. A. Nevers, C. N. Stanhope, H. P. Davis, Jessie W. Alley, Florence A. Rideout, and H. W. Rowe held a meeting in Lewiston on the afternoon of the day of the Stanton Banquet. Plans were made to center the activities of the reunion on Tuesday of Commencement week, at which time there will be special stunts, a dinner at Tacoma, and get-togethers of the men and women."

It is traditional for the "four-year class" to rest on its oars, conserving its strength for the quinquennial. The committee from 1913 gives assurance however that the class will be in evidence during Commencement week.

The classes of 1914 and 1915 will return in large numbers, and 1916 has already begun, by means of circulars and notices, to remind its members that the first reunion occurs June 24-27, 1917.

It goes without saying that the members of the "anniversary" classes will return in as large numbers as possible. The graduates of all other classes will be heartily welcomed by Alma Mater and are urged to return and help make the coming Commencement a grand success.

More detailed announcements of the "plans" of the several returning classes will be made in Bulletin No. 3, which will be issued prior to Commencement.



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